

CAMBRIDGE

# interchange

THIRD EDITION

*Jack C. Richards*  
*with Kate Cory-Wright and Sérgio Piancó*

*Intro*

TEACHER'S RESOURCE BOOK

OPY

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**Jack C. Richards**

*with Kate Cory-Wright and Sérgio Piancó*

Intro

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TEACHER'S RESOURCE BOOK

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# Introduction

The *Interchange Third Edition Intro Teacher's Resource Book* is a rich source of easy-to-use supplementary materials for review and reinforcement of the language and skills taught in *Interchange Third Edition Intro Student's Book*. It is based on feedback and suggestions provided by teachers around the world. The book consists of the following sections:

- **Listening** Additional listening activities develop a wide variety of listening skills, including listening for gist, listening for details, and inferring meaning from context. There is one photocopiable Listening page for each unit of the Student's Book.
- **Grammar** Activities in this section reinforce the grammar introduced and practiced in the Student's Book. There is one photocopiable Grammar page for each unit. Each page includes two activities, one for written practice and the other one for oral practice. The written activities can be used either in class or for homework.
- **Vocabulary** There is a photocopiable vocabulary log for each unit of the Student's Book. The first exercise, *Your Vocabulary Log*, allows learners to record new words from the unit so that they remember them better. The second exercise, *Practice*, consists of an activity for reviewing the key vocabulary from the unit.
- **Projects** This section includes a wide range of new ways to extend the main topics, both in and out of the classroom. There is one project for each unit. Detailed teaching notes for each project are on pages 49–52.
- **Answer Keys** This section provides answers for the Listening, Grammar, and Vocabulary exercises. It also contains audio scripts for the Listening section.

# HELLO AND GOOD-BYE

**A** Students and teachers are talking at school. Look at the pictures. Who is saying hello? Who is saying good-bye?



**B** ▶ Listen and check (✓) True (T) or False (F).

- |                                     | T                        | F                        |
|-------------------------------------|--------------------------|--------------------------|
| 1. Ana is in Toshi's English class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Toshi's teacher is Ms. Rivers.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ana's teacher is Mr. Carr.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Toshi's class is in Room 5.      | <input type="checkbox"/> | <input type="checkbox"/> |

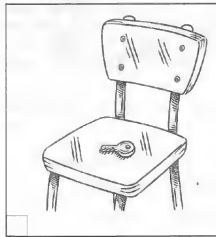
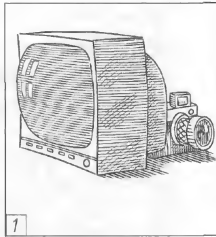
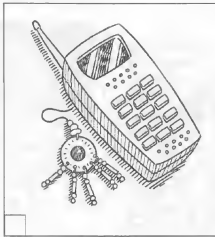
**C** ▶ Listen and circle the correct information.


- The student's first name is \_\_\_\_\_.  
a. Jimmy                      b. Jerry
- His last name is \_\_\_\_\_.  
a. Malony                      b. Maloney
- His phone number is \_\_\_\_\_.  
a. 383-4017                      b. 385-4107
- The teacher and the student say \_\_\_\_\_.  
a. good morning                      b. good evening

## IS THIS YOUR...?

**A** People are looking for things. Look at the pictures. What do you see?  
Where are the things?

**B**  What are the people talking about? Listen. Number the pictures from 1 to 5.

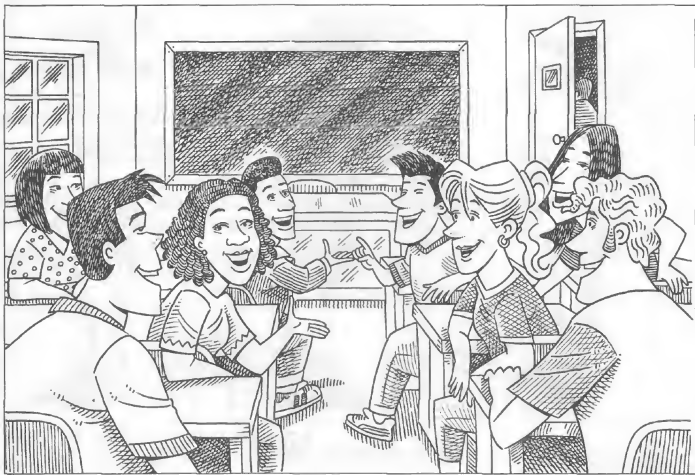


**C**  Listen to the questions. Look at the pictures again. Check (✓) the correct response.

- Yes, it is.  
 No, it's not.
- Yes, they are.  
 No, they're not.
- Yes, it's under the chair.  
 No, it's on the chair.
- It's on the cell phone.  
 It's next to the cell phone.
- They're under the map.  
 They're on the map.

## WHERE ARE YOU FROM?

**A** Students are talking before their first day of class. What questions do you think they are asking?



**B** Listen to the students' conversations. Circle the correct answers.

- The teacher is from \_\_\_\_\_.  
a. India  
b. Japan
- Tony is \_\_\_\_\_ Brazil.  
a. from  
b. in
- Sarah is \_\_\_\_\_.  
a. Australian  
b. British
- Maggie is \_\_\_\_\_.  
a. Spanish  
b. Argentinean

**C** Listen and check (✓) the correct response.

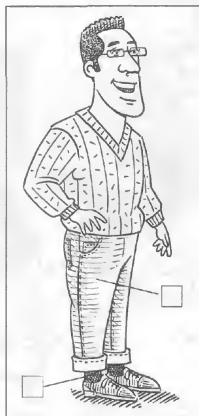
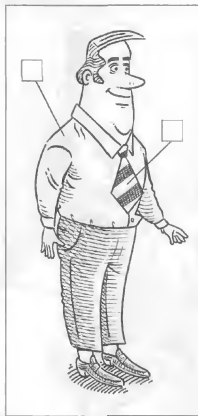
- He's from Santiago.  
 I'm from Mexico City.
- No, it's not. It's Spanish.  
 No, it's not. It's French.
- They're 20 years old.  
 They're my two brothers.
- It's in Japan.  
 It's big and exciting.
- Yes, we are. We're from Vancouver.  
 No, it's not. It's Vancouver.
- His name is Robert.  
 No, he's not.



## 1

**WHAT COLOR ARE YOUR SOCKS?**

**A** Friends are talking about their clothes. Look at the pictures. What are the people wearing?



**B** Listen to the conversations. Number the clothes in the pictures from 1 to 6.

## 2

**HOW'S THE WEATHER?**

**A** Look at the chart. Where are these cities?

**B** Listen to the weather report. What's the weather like today in these cities? Check (✓) the correct information.

	Cold	Hot	Raining	Snowing	Sunny	Windy
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rio de Janeiro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tokyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C** Listen again. Write the temperature in each city.

New York \_\_\_\_\_°C    Rio de Janeiro \_\_\_\_\_°C    Tokyo \_\_\_\_\_°C

## 1

## WHAT TIME IS IT?

**A** Look at the clocks. What time is it?

**B** Listen. Circle the time you hear.



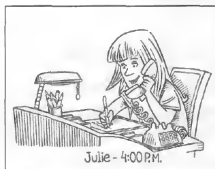
**C** Listen again. What part of the day are the people talking about? Check (✓) morning, afternoon, or evening.

	Morning	Afternoon	Evening
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2

## WHAT ARE YOU DOING?

**A** Look at the pictures and the times of day. What do you think the people are doing? Write your guess for each person in the chart.



	Your guess	What is he/she really doing?
Julie	She's writing a letter.	
Tom		
Paul		

**B** Listen to the conversations. Complete the chart in part A.

## WHAT'S NEW WITH YOU?

**A** Look at the picture. What are the people doing?



**B** Listen to the conversations. What are the people talking about?  
Number the topics from 1 to 3.

friends \_\_\_\_\_ school \_\_\_\_\_ work \_\_\_\_\_

**C** Listen to the conversations again. Correct the false information.  
(In some sentences, two words are incorrect.)

- job*
- a. Angie has a new ~~apartment~~.

b. She takes a taxi to work.

c. She works five days a week.

d. She works Sunday to Friday.
  - a. Carlos is taking an English class this spring.

b. He has class on Mondays and Tuesdays.

c. His class is in the afternoon.

d. He gets home after 2:00.
  - a. Diana goes to Emily's school.

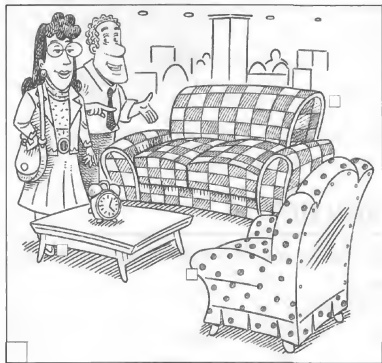
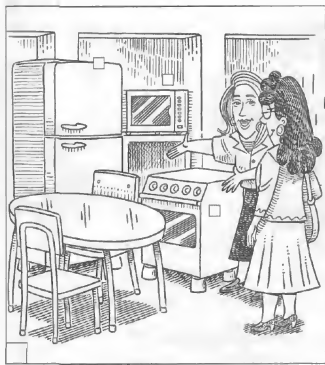
b. Diana lives far from Emily.

c. Emily and Diana talk on the phone every afternoon.

d. Emily doesn't know Eric.

# I NEED SOME THINGS FOR MY NEW HOUSE.

**A** Look at the pictures. Melissa is shopping for things for her new house.  
What do you think she needs?



**B** Listen to the conversations. What room is Melissa shopping for?  
Number the pictures from 1 to 3.

**C** Listen again. What does Melissa need? Check (✓) the things in the pictures in part A.

## 1

**WHERE DO YOU WORK?**

**A** Look at the pictures. What do the people do? Where do you think they work? Complete the sentences with your guesses.



Marisa



Ray



Victor

She's a \_\_\_\_\_.

He's a \_\_\_\_\_.

He's a \_\_\_\_\_.



She works at a \_\_\_\_\_.

He works at a \_\_\_\_\_.

He works at a \_\_\_\_\_.

**B** Listen to the people talk about their jobs. Correct your guesses.

**C** Listen again. Do the people like their jobs? Check (✓) the correct column.

		
Marisa	<input type="checkbox"/>	<input type="checkbox"/>
Ray	<input type="checkbox"/>	<input type="checkbox"/>
Victor	<input type="checkbox"/>	<input type="checkbox"/>

## 2

**WHAT DO YOU DO?**

Some people are talking about jobs. Listen and check (✓) the correct response.

- They're teachers.  
 She's a flight attendant.
- That's too bad.  
 Not bad.
- I agree. A lawyer doesn't have an easy job.  
 I disagree. A lawyer has a difficult job.

# LET'S GO FOOD SHOPPING.

**A** Look at the picture. Where are the people? What are they doing? What foods do you see?

**B** Listen to the conversations. Olivia and Todd are shopping. Where do they go? Number the pictures from 1 to 4.

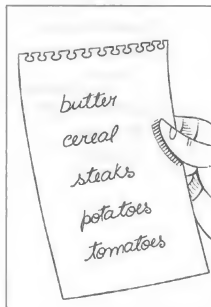


**C** Listen again. Look at the shopping lists. Check (✓) Olivia and Todd's list.

List 1

List 2

List 3



## CAN YOU FIX THINGS?

**A** Look at the pictures. What can the women do? What can't they do?

**B** Listen to the conversations. Three women are discussing their abilities and talents. Number the pictures from 1 to 3.



**C** Listen again. Check (✓) the correct response.

Can she ... ?	Yes, she can.	No, she can't.
1. ski	<input type="checkbox"/>	<input type="checkbox"/>
play tennis	<input type="checkbox"/>	<input type="checkbox"/>
play basketball	<input type="checkbox"/>	<input type="checkbox"/>
2. play the piano	<input type="checkbox"/>	<input type="checkbox"/>
play the guitar	<input type="checkbox"/>	<input type="checkbox"/>
fix cars	<input type="checkbox"/>	<input type="checkbox"/>
3. use a computer	<input type="checkbox"/>	<input type="checkbox"/>
fix things	<input type="checkbox"/>	<input type="checkbox"/>
sing well	<input type="checkbox"/>	<input type="checkbox"/>

# HAPPY BIRTHDAY!

**A** Look at the pictures. Three people are going to celebrate their birthdays. What are they going to do? Who are they going to celebrate with?

**B**  Listen to the conversations. Number the pictures from 1 to 3.



**C**  Listen again. Who are the people going to celebrate their birthdays with? Complete the chart.

Who is he/she going to celebrate with?

1.	
2.	
3.	



## I FEEL TERRIBLE.

**A** These people are waiting for the doctor. What do you think is wrong with them? What advice is the doctor going to give them?



**B** ▶ Listen to the people talk to the doctor. What's wrong with each person?

Ben: He has an earache.

Laura: \_\_\_\_\_

Frances: \_\_\_\_\_

**C** ▶ Listen again. What advice does the doctor give his patients?

Ben: Use these ear drops.

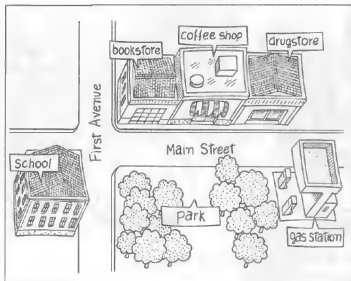
Laura: \_\_\_\_\_

Frances: \_\_\_\_\_

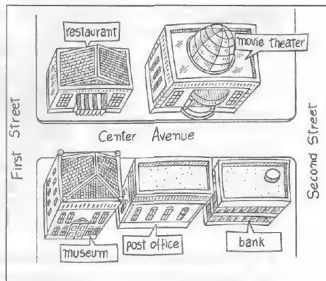
# TELL ME ABOUT YOUR HOMETOWN.

**A** Look at the maps. What places do you see? What can you do in these places?

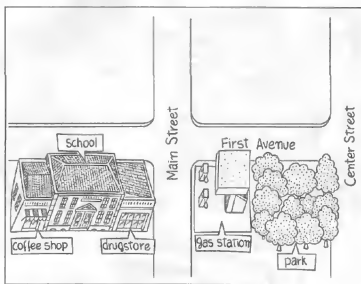
**B** Listen. Simon, Tina, and Steve are talking about their hometowns. Write each person's name under the map of his or her hometown.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

**C** Listen to the statements. Look at the maps again. Check (✓) True (T) or False (F).

1. a.  T  F

2. a.  T  F

3. a.  T  F

b.  T  F

b.  T  F

b.  T  F

# WHAT DID YOU DO THIS WEEKEND?

**A** *Pair work* What did you do this weekend? Ask your partner.

**B** Listen to the conversation. Meg and her mother are talking about the weekend. Did Meg do these things on Friday night? Check (✓) Yes or No.

Did Meg ... ?	Yes	No
study	<input type="checkbox"/>	<input type="checkbox"/>
cook	<input type="checkbox"/>	<input type="checkbox"/>
watch TV	<input type="checkbox"/>	<input type="checkbox"/>
see a movie	<input type="checkbox"/>	<input type="checkbox"/>
go to a bookstore	<input type="checkbox"/>	<input type="checkbox"/>
buy a book	<input type="checkbox"/>	<input type="checkbox"/>



**C** Listen to the rest of the conversation. What did Meg's mother do over the weekend? Check (✓) the correct picture(s).



## WERE YOU BORN IN THE U.S.?

**A Pair work** Look at the pictures. When were they born? Guess. Check (✓) the year.



Barbara  1970  1975



Maria  1969  1979



Tyler  1982  1988

**B** ▶ Listen to the conversations. Check (✓) the correct answers for each person. Were your guesses correct?

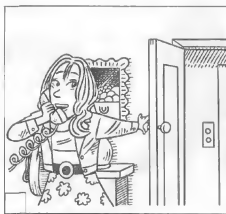
	Place of birth	Year of birth	College major
Barbara	<input type="checkbox"/> the U.S. <input type="checkbox"/> Canada	<input type="checkbox"/> 1970 <input type="checkbox"/> 1975	<input type="checkbox"/> English <input type="checkbox"/> science
Maria	<input type="checkbox"/> the U.S. <input type="checkbox"/> Mexico	<input type="checkbox"/> 1969 <input type="checkbox"/> 1979	<input type="checkbox"/> drama <input type="checkbox"/> dance
Tyler	<input type="checkbox"/> the U.S. <input type="checkbox"/> Haiti	<input type="checkbox"/> 1982 <input type="checkbox"/> 1988	<input type="checkbox"/> music <input type="checkbox"/> math

**C** ▶ Listen again. Where did the people grow up? Complete the chart with the name of the city or country.

Place	
Barbara	<i>Chicago</i>
Maria	
Tyler	

## CAN I TAKE A MESSAGE?

**A** Look at the pictures. Where are the people? Who do you think they are talking to?



**B** Listen to the people in the pictures make phone calls. Number the pictures from 1 to 3.

**C** Listen to the phone calls again. Look at the message pads. Correct the false information. (There are three mistakes in each message.)

①

For: Clarissa

Message: <sup>Terry</sup>~~Jerry~~ Porter called you.

There's a jazz concert tomorrow night. He  
wants to invite you. Call him tonight.

Caller's number: 347-9761

②

For: Mom

Message: Dr. Bloom's office called you.

Your appointment changed. It's now next  
Tuesday at 3:30 P.M. The doctor can't see you  
on Monday because she has to work at the  
hospital. Call her office before Monday morning.

Caller's number: 955-4920

③

For: Tim

Message: Your girlfriend Joyce called you.

She can't meet you for dinner on Friday night  
because she has to visit her sister in the hospital.  
She wants to have lunch on Sunday at the new  
Mexican restaurant. Call her tomorrow at work.

Caller's number: 917-8426

# 1 WHAT'S YOUR NAME?

Complete the conversations.

1. Lisa: Hi! Are you Phil?  
 Will: Phil? I'm not Phil. My name is Will.  
 Lisa: Oh, I'm sorry! \_\_\_\_\_ you Will Morris?  
 Will: Yes, I \_\_\_\_\_. And what's \_\_\_\_\_ name?  
 Lisa: \_\_\_\_\_ Lisa Field.



2. Will: What's his name?  
 Lisa: Dan Bolton. \_\_\_\_\_ in my class.  
 And \_\_\_\_\_ name is Samantha Clark.  
 Will: \_\_\_\_\_ in your class too, right?  
 Lisa: Well, yes. \_\_\_\_\_ my teacher!



# 2 HELLO AND GOOD-BYE

**Group work** Complete the conversation. Then act it out.



Stan: \_\_\_\_\_  
 \_\_\_\_\_

Matt: Hello, Stan.

Stan: \_\_\_\_\_  
 \_\_\_\_\_

Matt: Nice to meet you, Amy.

Amy: \_\_\_\_\_  
 \_\_\_\_\_

Matt: \_\_\_\_\_, Stan!  
 Amy: Good-bye, Stan!



## 1 ABOUT YOU

Put the words in order to make questions. Then answer the questions.

1. parents your are Japan from

A: *Are your parents from Japan?*

B: \_\_\_\_\_

2. large family your is

A: \_\_\_\_\_

B: \_\_\_\_\_

3. name what your last is

A: \_\_\_\_\_

B: \_\_\_\_\_

4. friend your is who best

A: \_\_\_\_\_

B: \_\_\_\_\_

5. your where best from friend is

A: \_\_\_\_\_

B: \_\_\_\_\_

## 2 HOW MUCH DO YOU KNOW?

**A** Read the quiz. Then add two more questions.

### World Knowledge Quiz

1. Are Shanghai and Beijing in China?
2. Is Buenos Aires in Argentina?
3. Where is Madrid?
4. What are two cities in Japan?
5. Where are Sydney and Perth?
6. Is Tokyo in South Korea?
7. What are two cities in India?
8. \_\_\_\_\_
9. \_\_\_\_\_

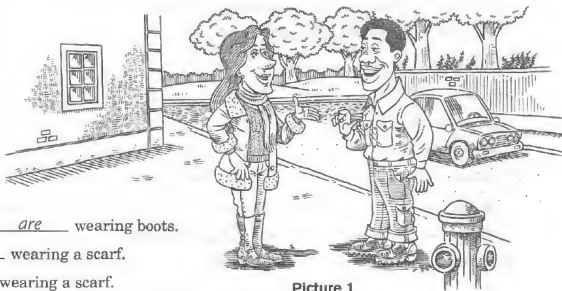


**B Pair work** Ask and answer the questions from part A.



# 1 WHAT ARE THEY WEARING?

**A** Look at Picture 1. Complete the sentences with **is**, **isn't**, **are**, or **aren't**.



Picture 1

1. Rosie and Bob are wearing boots.
2. Rosie \_\_\_\_\_ wearing a scarf.
3. Bob \_\_\_\_\_ wearing a scarf.
4. Rosie and Bob \_\_\_\_\_ wearing jeans.
5. They \_\_\_\_\_ wearing shorts.
6. Bob \_\_\_\_\_ wearing sneakers.
7. He \_\_\_\_\_ wearing a sweatshirt.
8. Rosie and Bob \_\_\_\_\_ wearing caps.

**B** Now write about something you are wearing and something you aren't wearing.

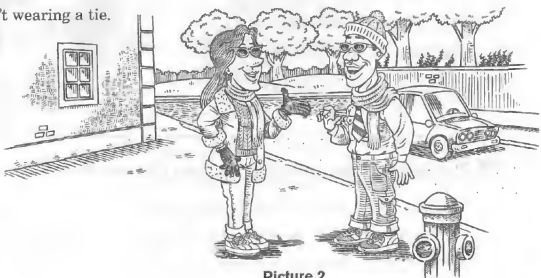
1. \_\_\_\_\_
2. \_\_\_\_\_

# 2 FIND THE DIFFERENCES

**Pair work** Look at Picture 1. Then look at Picture 2. How are they different?  
Tell your partner.

A: In Picture 2, Bob is wearing a tie.

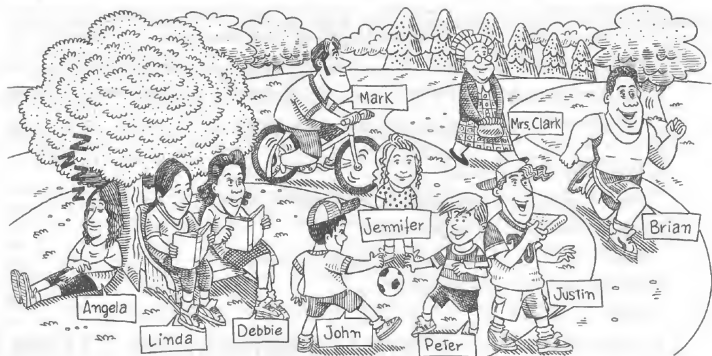
B: In Picture 1, he isn't wearing a tie.



Picture 2

# 1 IN THE PARK

Look at the picture. Write about the people.



1. Mark *is riding a bicycle.* \_\_\_\_\_
2. Angela \_\_\_\_\_
3. Brian \_\_\_\_\_
4. Linda and Debbie \_\_\_\_\_
5. Justin \_\_\_\_\_
6. Mrs. Clark \_\_\_\_\_
7. Jennifer \_\_\_\_\_
8. John and Peter \_\_\_\_\_

# 2 MEMORY GAME

**A** Look at the picture in Exercise 1. Write questions about the people. Use *what + doing*.

1. *What's Mark doing?* \_\_\_\_\_ 5. \_\_\_\_\_
2. \_\_\_\_\_ 6. \_\_\_\_\_
3. \_\_\_\_\_ 7. \_\_\_\_\_
4. \_\_\_\_\_ 8. \_\_\_\_\_

**B** *Pair work* Cover Exercise 1. Ask and answer the questions.  
How much do you remember?

- A: What's Mark doing?  
B: He's riding a bicycle.

## 1

**STUDENT PROFILE**

Read the profile. Then complete the conversation between Nick and a new friend.

*Personal profile by Nick Brown*

*My name is Nick Brown and I live in New York City. I study computer science. I have a brother and a sister. My sister lives in Washington, D.C. She studies computer science, too. My brother lives in Miami and works at a library.*

1. Friend: So, you study math.

Nick: No, I don't study math. I study computer science.

2. Friend: You have three brothers, right?

Nick: \_\_\_\_\_

3. Friend: Your sister lives in Miami.

Nick: \_\_\_\_\_

4. Friend: And she studies math, right?

Nick: \_\_\_\_\_

5. Friend: And your brother works in an office?

Nick: \_\_\_\_\_

## 2

**FIND SIMILARITIES**

**A** Check (✓) the answers that are true about you.

- |                                  |  |  |  |
|----------------------------------|--|--|--|
| 1. I ...                         | <input type="checkbox"/> study.                  | <input type="checkbox"/> work.           | <input type="checkbox"/> study and work. |
| 2. I live ...                    | <input type="checkbox"/> alone.                  | <input type="checkbox"/> with my family. | <input type="checkbox"/> with friends.   |
| 3. To go to school or work I ... | <input type="checkbox"/> take the bus or subway. | <input type="checkbox"/> drive.          | <input type="checkbox"/> walk.           |
| 4. On weekends, I ...            | <input type="checkbox"/> play sports.            | <input type="checkbox"/> relax.          | <input type="checkbox"/> study or work.  |

**B Pair work** Tell your partner your answers from part A. How many things do you have in common?

A: Do you study?

B: Yes, I study and work. How about you?

A: I study, but I don't work.

B: Do you live ... ?

# 1 TRUE ABOUT YOU?

**A** Are these sentences true about you? Check (✓) Yes or No.

In my home ...	Yes	No
1. there's a big living room.	<input type="checkbox"/>	<input type="checkbox"/>
2. there are curtains on every window.	<input type="checkbox"/>	<input type="checkbox"/>
3. there's a television in my bedroom.	<input type="checkbox"/>	<input type="checkbox"/>

In my neighborhood ...	Yes	No
4. there's a subway station.	<input type="checkbox"/>	<input type="checkbox"/>
5. there are nice stores.	<input type="checkbox"/>	<input type="checkbox"/>
6. there are good restaurants.	<input type="checkbox"/>	<input type="checkbox"/>

**B** For sentences that are not true, write the correct information.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# 2 WHAT'S THE APARTMENT LIKE?

**A** Complete the conversation.

Sandra: Hello?

Chris: Hello, I'm calling about the apartment.

Sandra: Oh, yes, sure.

Chris: First, does (do / does) it have many rooms?

Sandra: It \_\_\_\_\_ (has / have) a living room, a kitchen, three bedrooms, and two bathrooms.

Chris: Great. And \_\_\_\_\_ (do / does) the apartment come with furniture?

Sandra: Yes, it \_\_\_\_\_ (do / does). But it \_\_\_\_\_ (do / doesn't) have a refrigerator.

Chris: \_\_\_\_\_ (Do / Does) the windows have curtains?

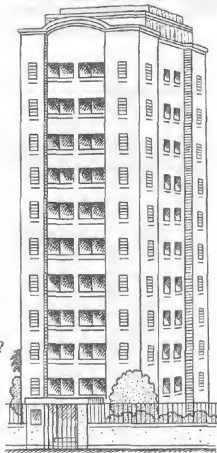
Sandra: No, I'm sorry, they \_\_\_\_\_ (don't / doesn't).

Chris: \_\_\_\_\_ (Do / Does) the building have a laundry room?

Sandra: Yes, it \_\_\_\_\_ (do / does).

Chris: That sounds nice. Thanks.

**B Pair work** Your partner is selling an apartment. You want to buy it. Have a conversation like the one in part A.



# WHAT'S YOUR JOB?

**A** Complete the sentences.

- Mary: My sister \_\_\_\_\_ at Mount Sinai Hospital, too.  
Rick: Really? What does she do? \_\_\_\_\_ she a doctor?
- Mary: What do you do?  
Rick: I am a doctor.
- Mary: My job? I \_\_\_\_\_ a lawyer.  
Rick: How \_\_\_\_\_ you like your job? \_\_\_\_\_ it interesting?  
Mary: Yes, I love it. It's very exciting.
- Mary: No, she \_\_\_\_\_ a technician.  
Rick: What about you? What do you \_\_\_\_\_ ?
- Mary: Oh. Where do you \_\_\_\_\_ ?  
Rick: I \_\_\_\_\_ at Mount Sinai Hospital.

**B** Now put the sentences in order. Make a conversation. Number the sentences from 1 to 5.

# WHO IS IT?

**Pair work** Take turns. Talk about each person. Who is it? Guess.



Amy West



Frank Diaz



Fernanda Ferreira



José Gomez



Sarah Chang



Matt Hill



Maria Costas



Ken Young

**A:** He's about 25 years old. He works in an airport. He has a stressful job.  
I think he doesn't like his job. Who is it?

**B:** It's Frank Diaz.

# 1 WHAT'S FOR LUNCH?

You want to make an omelet and a green salad for lunch. You have the ingredients in the picture. What do you need to buy? What don't you need? Complete the chart.



I need ...	I don't need ...
<i>I need some lettuce.</i>	<i>I don't need any eggs.</i>

# 2 DO YOU EVER ... ?

**A** Read the chart. Add two more activities.

Do you ever ...	Always	Usually	Often	Sometimes	Seldom	Never
1. go out to eat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. have soup for breakfast?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. go on picnics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. eat snacks at night?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. drink tea?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. eat Chinese food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. use milk in your coffee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. have pizza for lunch?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B Pair work** Now interview your partner. Ask questions from the chart. Check (✓) the boxes that are true about your partner.

A: Do you ever go out to eat?

B: Yes, I often do. / Sometimes I do.

## 1

## ABOUT YOU

Put the words in order to make questions. (More than one answer is possible.)  
Then answer the questions.

1. time free do you what do your in

A: What do you do in your free time?

B: \_\_\_\_\_

2. do free who usually in your see time you

A: \_\_\_\_\_

B: \_\_\_\_\_

3. do often listen music to how you

A: \_\_\_\_\_

B: \_\_\_\_\_

4. sports like do you what

A: \_\_\_\_\_

B: \_\_\_\_\_

5. your do on friends you where go and weekends

A: \_\_\_\_\_

B: \_\_\_\_\_

## 2

## PERSONALITY TYPES

**A** Find out what your classmates are like. Write two more questions for each personality type.

Athletic



1. Can you swim?

2. \_\_\_\_\_

3. \_\_\_\_\_

Artistic



1. Can you draw?

2. \_\_\_\_\_

3. \_\_\_\_\_

**B Group work** Interview two classmates. Are they athletic or artistic?  
Ask questions from part A. Check (✓) the boxes that are true about your classmates.

Name	Athletic	Artistic
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>

## 1

## PLANS

Write about things you are going to do in the next three weeks. Use the phrases in the box or add your own ideas.

buy something I need	give my best friend a present	look for a new job
celebrate my birthday	go dancing	play sports
cook for my friends	go out with friends	relax
do something unusual	have a party	see a movie

1. *I'm going to celebrate my birthday on June 22nd. I'm going to have a big party.*

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## 2

## HOLIDAYS AND CELEBRATIONS

**Pair work** Look at the pictures. Choose a holiday or celebration. Your partner is going to guess your holiday. Use questions like the ones below. Take turns.

Are you going to . . . ?

What are you going to . . . ?

Where are you going to . . . ?

Who is going to . . . ?



Halloween



Christmas



Birthday



New Year

A: Are you going to stay home?

B: No, I'm not.



## 1

## HEALTH PROBLEMS

Complete the conversations. Use the verbs in the box.

- |  |                             |                               |                                 |                               |                               |
|--|-----------------------------|-------------------------------|---------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> drink           | <input type="checkbox"/> go | <input type="checkbox"/> have | <input type="checkbox"/> help   | <input type="checkbox"/> rest | <input type="checkbox"/> take |
| <input checked="" type="checkbox"/> feel | <input type="checkbox"/> go | <input type="checkbox"/> have | <input type="checkbox"/> listen | <input type="checkbox"/> take | <input type="checkbox"/> work |

1. Dr. Hart: Hello, Liz! What's wrong?

Liz: I feel sick. I \_\_\_\_\_ a stomachache  
and a headache.

Dr. Hart: I see. Here, \_\_\_\_\_ one of these pills every  
three hours. And don't \_\_\_\_\_ any coffee or soda.

2. Mr. Kent: What's the matter Kelly?

Kelly: I think I \_\_\_\_\_ the flu.

Mr. Kent: That's too bad. Listen. \_\_\_\_\_ home, \_\_\_\_\_  
some aspirin, and \_\_\_\_\_ in bed.

Kelly: Thanks, Mr. Kent.

3. Danielle: Oh, I'm so tired. Every day is the same: work,  
work, work! I'm exhausted.

Roger: I'm sorry to hear that. Maybe I can \_\_\_\_\_.  
\_\_\_\_\_ home early. \_\_\_\_\_ to some relaxing  
music and don't \_\_\_\_\_ too hard.



## 2

## GIVING ADVICE

**A** Look at these problems. Write some advice for each person.

- Beth: "I can't sleep at night."
- Ken: "I'm a little heavy and I can't lose weight."
- Marcelo: "I miss my family in Argentina. I'm homesick."
- Sandra: "I think I have a cold. I have a sore throat and a headache."
- Kevin: "I have a really bad toothache."
- John: "I'm always late for school."
- Jenny: "I'm going to have a party this evening and there's no food in the house!"
- Monica: "I don't have a nice dress for Jenny's party."

**B Pair work** Take turns acting out the problems in part A. Your partner gives sympathy and advice.

A: I can't sleep at night.

B: That's too bad. So, read a book or magazine. And don't have any coffee!

# 1 DIRECTIONS

Answer the questions. Give directions.

1. How do I get from school to the drugstore?

\_\_\_\_\_

\_\_\_\_\_



2. How do I get from the drugstore to the supermarket?

\_\_\_\_\_

\_\_\_\_\_



3. How do I get from the supermarket to the bank?

\_\_\_\_\_

\_\_\_\_\_



4. How do I get from the bank to the coffee shop?

\_\_\_\_\_

\_\_\_\_\_



# 2 AROUND THE SCHOOL

**A** Think about places around your school. Where are they? Write three true statements and three false statements. Use the prepositions in the box.

across from    between    near    next to    on    on the corner of

1. *The bank is across from the drugstore.*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**B Pair work** Read your statements to your partner. Ask "True or false?" For false statements, your partner gives true information. Take turns.

A: The bank is across from the drugstore. True or false?

B: False. It's across from the bus station.

## WHAT DID THEY DO ON THE WEEKEND?

**A** What did these people do on the weekend? Write sentences. Use the activities in the box.

- |                                      |   |   |
|--------------------------------------|---|---|
| <input type="checkbox"/> go dancing  | <input type="checkbox"/> have dinner with friends | <input type="checkbox"/> relax                  |
| <input type="checkbox"/> go shopping | <input type="checkbox"/> read a book              | <input checked="" type="checkbox"/> see a movie |

1. Anna: "It's a great story, but the actors are not very good."

*Anna saw a movie.*

2. Debbie: "I just loved the food and we had so much fun!"

3. Robert: "What a fantastic mystery! Agatha Christie is a terrific writer."

4. Teresa: "I bought new shoes and a dress."

5. Frank: "The DJ played great techno music."

6. Nicole: "I felt so tired . . . I didn't do anything."

**B** Correct the statements.

1. Anna played tennis. *Anna didn't play tennis. She saw a movie.*

2. Frank saw a movie. \_\_\_\_\_

3. Nicole went shopping. \_\_\_\_\_

4. Teresa read a book. \_\_\_\_\_

## INTERESTING PLACES

**Pair work** Think about the last interesting place you went. Your partner asks *yes / no* questions.

A: Did you buy a ticket?

B: No, I didn't.

A: Did you go alone?

B: No, I went with friends.

A: Did you eat there?

B: Yes, I ate a lot.

A: Is it near here?

B: Yes, it is.

A: Is it the new Italian restaurant on Prince Street?

B: That's right.



## 1

**WHEN YOU WERE A KID**

Put the words in order to make questions. Then answer the questions.

1. born you were where

A: Where were you born?

B: \_\_\_\_\_

2. up where you did grow

A: \_\_\_\_\_

B: \_\_\_\_\_

3. student were a you good

A: \_\_\_\_\_

B: \_\_\_\_\_

4. class what was your favorite

A: \_\_\_\_\_

B: \_\_\_\_\_

5. were best your two who friends

A: \_\_\_\_\_

B: \_\_\_\_\_

6. your what school like was

A: \_\_\_\_\_

B: \_\_\_\_\_

## 2

**AN INTERVIEW**

**A** Think of five questions to ask about your partner's childhood. Make a list. Don't use more than three questions from Exercise 1.

**B Pair work** Interview your partner. Use questions from the list you made in part A. Take turns.

A: Where were you born?

B: I was born in Rio de Janeiro.

A: Did you grow up there?

B: No, I didn't. I grew up in São Paulo.

## 1

## MESSAGES

**A** Mark and Linda left messages on Phil's answering machine. Complete the messages with object pronouns.

**Mark's message**

"Hi, Phil. This is Mark. It's Sue's birthday today and I invited her (1) to a concert. We're going to hear Beethoven's Ninth Symphony. Would you like to come with \_\_\_\_\_ (2)? I can get a ticket for \_\_\_\_\_ (3) on my way home from work. Please call \_\_\_\_\_ (4) at lunchtime. Bye!"

**Linda's message**

"Hi, Phil. It's Linda. My brother and sister are in town. I'm going to take \_\_\_\_\_ (5) to a concert this evening – Beethoven's Ninth! It's my favorite symphony, and I know you like \_\_\_\_\_ (6) too. Do you want to come? Give me a call."

**B** Who or what do the object pronouns in part A refer to?

1. *Sue* \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

## 2

## INVITATIONS

**A** Look at the chart. Check (✓) the activities you like to do.

- |                            |                          |
|----------------------------|--------------------------|
| 1. go to a museum          | <input type="checkbox"/> |
| 2. see a fashion show      | <input type="checkbox"/> |
| 3. watch a football game   | <input type="checkbox"/> |
| 4. play computer games     | <input type="checkbox"/> |
| 5. go to the movies        | <input type="checkbox"/> |
| 6. visit an amusement park | <input type="checkbox"/> |

**B Pair work** Take turns. Use your ideas from part A. Make invitations. Your partner accepts or refuses them.

**Accept**

- A: Do you want to go to the movies on Sunday afternoon?  
 B: Sure, I'd love to.  
 A: Terrific! Let's meet at the subway station at 1:30.  
 B: OK. Great!

**Refuse**

- A: Would you like to go to a fashion show on Saturday?  
 B: I'm sorry, but I can't. I have to study for a test.

# 1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

## HELLO AND GOOD-BYE

### SAY HELLO

Good afternoon. \_\_\_\_\_  
Good evening. \_\_\_\_\_  
Good morning. \_\_\_\_\_  
Hello. \_\_\_\_\_  
Hi. \_\_\_\_\_  
How are you? \_\_\_\_\_  
*How are you doing?* \_\_\_\_\_

### SAY GOOD-BYE

Bye. \_\_\_\_\_  
Bye-bye. \_\_\_\_\_  
Good-bye. \_\_\_\_\_  
Good night. \_\_\_\_\_  
Have a good evening. \_\_\_\_\_

### ANSWERS TO "HOW ARE YOU?"

Good. \_\_\_\_\_  
Great. \_\_\_\_\_  
I'm fine. \_\_\_\_\_  
I'm great. \_\_\_\_\_  
I'm just fine. \_\_\_\_\_  
I'm OK. \_\_\_\_\_  
I'm pretty good. \_\_\_\_\_  
Not bad. \_\_\_\_\_  
*Not too bad.* \_\_\_\_\_  
*Not too good.* \_\_\_\_\_  
*So-so.* \_\_\_\_\_

Have a nice day. \_\_\_\_\_  
*See you.* \_\_\_\_\_  
See you later. \_\_\_\_\_  
See you tomorrow. \_\_\_\_\_

(*italics* = new word)

# 2 PRACTICE

**Pair work** Say hello and good-bye in different ways. Use words or expressions from your vocabulary log.

A: Hi, John. How are you?

B: Hello, Michael. I'm pretty good, thanks. How about you?

A: I'm OK, thanks.

Later . . .

A: Bye-bye.

B: See you.

## 1

**YOUR VOCABULARY LOG**

Make a vocabulary log. Write words or draw pictures to help you remember.

**PERSONAL THINGS AND CLASSROOM**

address book _____	eraser _____
book _____	glasses _____
book bag _____	hairbrush _____
box _____	key _____
briefcase _____	map _____
camera _____	newspaper _____
cassette player _____	notebook _____
CD player _____	pen _____
cell phone _____	pencil _____
chair _____	purse _____
chopsticks _____	stamp _____
clock _____	sunglasses _____
desk _____	table _____
dictionary _____	television _____
DVD player _____	umbrella _____
earrings _____	wallet _____
encyclopedia _____	wastebasket _____
English book _____	watch _____

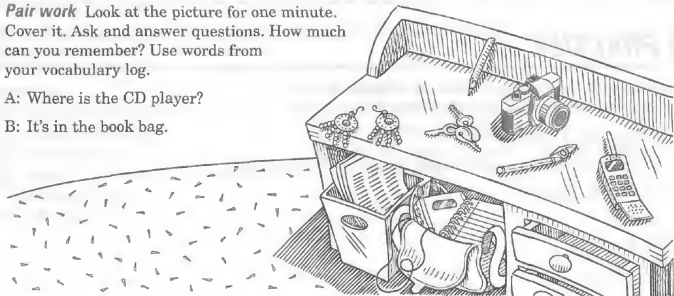
## 2

**PRACTICE**

**Pair work** Look at the picture for one minute. Cover it. Ask and answer questions. How much can you remember? Use words from your vocabulary log.

A: Where is the CD player?

B: It's in the book bag.



# 1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.



## DESCRIPTIONS OF PEOPLE



a little heavy \_\_\_\_\_  
 a little unfriendly \_\_\_\_\_  
 beautiful \_\_\_\_\_  
 cute \_\_\_\_\_  
 friendly \_\_\_\_\_  
 funny \_\_\_\_\_  
 good-looking \_\_\_\_\_  
 grumpy \_\_\_\_\_  
 handsome \_\_\_\_\_  
 interesting \_\_\_\_\_  
 kind \_\_\_\_\_  
 nice \_\_\_\_\_

old \_\_\_\_\_  
 pleasant \_\_\_\_\_  
 pretty \_\_\_\_\_  
 serious \_\_\_\_\_  
 short \_\_\_\_\_  
 shy \_\_\_\_\_  
 slim \_\_\_\_\_  
 smart \_\_\_\_\_  
 tall \_\_\_\_\_  
 thin \_\_\_\_\_  
 young \_\_\_\_\_

(italics = new word)

# 2 PRACTICE

**Pair work** Look at the picture. What are the people like? Ask and answer questions. Use words from your vocabulary log.



A: What's Alan like?

B: He's handsome and tall. And I think he's smart.



## 1

**YOUR VOCABULARY LOG**

Make a vocabulary log. Write words or draw pictures to help you remember.

CLOTHING		
belt _____	necklace _____	skirt _____
blouse _____	pajamas _____	sneakers _____
boots _____	pants _____	socks _____
cap _____	raincoat _____	stockings _____
coat _____	ring _____	suit _____
dress _____	running shoes _____	sweater _____
earrings _____	sandals _____	sweatshirt _____
gloves _____	scarf _____	swimsuit _____
hat _____	shirt _____	tie _____
heels _____	shoes _____	top _____
jacket _____	shorts _____	T-shirt _____
jeans _____		

*(italics = new word)*

## 2

**PRACTICE**

**Pair work** Think of a classmate. Your partner guesses.  
Use words from your vocabulary log.

A: Is the person a man or a woman?

B: A woman.

A: Is she wearing blue jeans?

B: No, she isn't.

A: Is she wearing a skirt?

B: Yes, she is.

A: Is it blue?

B: Yes, it is.

A: Is it Ana?

B: That's right.

# 1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

## ACTIVITIES

<i>clean the house</i> _____	read a magazine _____
cook _____	ride a bike _____
dance _____	run _____
do my homework _____	shop _____
<i>do the dishes</i> _____	sleep _____
<i>do the laundry</i> _____	study _____
drive _____	<i>surf the Internet</i> _____
eat dinner _____	swim _____
get up _____	take a walk _____
go to the movies _____	<i>walk the dog</i> _____
go to work _____	watch television _____
have breakfast _____	<i>water the plants</i> _____
have coffee _____	work _____
have lunch _____	write an essay _____
listen to music _____	
play tennis _____	

(*italics* = new word)

## 2 PRACTICE

**Pair work** Look at the pictures. What are these people doing? Ask and answer questions. Use words or expressions from your vocabulary log.



Peter



Lucy and Steve



Jim and Rachel



John



Mr. and Mrs. Silver



Amanda



Ronald and Victor



Richard



Stephanie



José

A: What's Peter doing?

B: He's doing the laundry.

## 1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

### FAMILY RELATIONSHIPS

<i>aunt</i>	_____	<i>grandson</i>	_____
brother	_____	husband	_____
<i>brother-in-law</i>	_____	mother	_____
children	_____	<i>mother-in-law</i>	_____
<i>cousin</i>	_____	<i>nephew</i>	_____
daughter	_____	<i>niece</i>	_____
father	_____	parents	_____
<i>father-in-law</i>	_____	sister	_____
<i>grandchildren</i>	_____	<i>sister-in-law</i>	_____
<i>granddaughter</i>	_____	son	_____
<i>grandfather</i>	_____	<i>uncle</i>	_____
<i>grandmother</i>	_____	wife	_____
<i>grandparents</i>	_____		

(*italics* = new word)

## 2 PRACTICE

**A** Write clues about people in your family. Use words from your vocabulary log.

1. *She's my father's sister.* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**B** *Pair work* Now read your clues to your partner. Your partner guesses.

A: She's my father's sister.

B: She's your aunt!

A: That's right.

# 1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

## FAMILY HOMES

### INSIDE AND OUTSIDE A HOUSE

*balcony* \_\_\_\_\_  
bathroom \_\_\_\_\_  
bedroom \_\_\_\_\_  
closet \_\_\_\_\_  
dining room \_\_\_\_\_  
garage \_\_\_\_\_  
*garden* \_\_\_\_\_  
hall \_\_\_\_\_  
kitchen \_\_\_\_\_  
laundry room \_\_\_\_\_  
living room \_\_\_\_\_  
*patio* \_\_\_\_\_  
porch \_\_\_\_\_  
stairs \_\_\_\_\_  
yard \_\_\_\_\_

### FURNITURE AND APPLIANCES

armchair \_\_\_\_\_  
bed \_\_\_\_\_  
bookcase \_\_\_\_\_  
coffee table \_\_\_\_\_  
curtains \_\_\_\_\_  
*dishwasher* \_\_\_\_\_  
dresser \_\_\_\_\_  
lamp \_\_\_\_\_  
microwave oven \_\_\_\_\_  
mirror \_\_\_\_\_  
picture \_\_\_\_\_  
refrigerator \_\_\_\_\_  
rug \_\_\_\_\_  
sofa \_\_\_\_\_  
stove \_\_\_\_\_  
*washing machine* \_\_\_\_\_

(*italics* = new word)

# 2 PRACTICE

**Pair work** Choose a piece of furniture or a part of the house. Your partner guesses. Use words from your vocabulary log.

A: It's a piece of furniture.

B: Is it in the living room?

A: Yes, it is.

B: Is it near the window?

A: Yes, it is.

B: Is it an armchair?

A: Yes, it is.

1

# YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

## JOBS

<i>actor</i>	_____	<i>librarian</i>	_____
<i>actress</i>	_____	<i>manager</i>	_____
<i>architect</i>	_____	<i>musician</i>	_____
<i>athlete</i>	_____	<i>nurse</i>	_____
<i>businessperson</i>	_____	<i>photographer</i>	_____
<i>cashier</i>	_____	<i>pilot</i>	_____
<i>clerk</i>	_____	<i>police officer</i>	_____
<i>computer programmer</i>	_____	<i>psychologist</i>	_____
<i>cook/chef</i>	_____	<i>receptionist</i>	_____
<i>dentist</i>	_____	<i>repairperson</i>	_____
<i>doctor</i>	_____	<i>salesperson</i>	_____
<i>dog walker</i>	_____	<i>security guard</i>	_____
<i>engineer</i>	_____	<i>singer</i>	_____
<i>firefighter</i>	_____	<i>teacher</i>	_____
<i>flight attendant</i>	_____	<i>travel agent</i>	_____
<i>journalist</i>	_____	<i>video game tester</i>	_____
<i>judge</i>	_____	<i>waiter</i>	_____
<i>lawyer</i>	_____	<i>waitress</i>	_____

(*italics* = new word)

2

## PRACTICE

**Pair work** Talk about your relatives' jobs. Use words from your vocabulary log.

A: My brother has an interesting job.

B: Really? What does he do?

A: He's a photographer.

# 1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.



apples _____	crackers _____	onions _____
bacon _____	cream _____	oranges _____
bananas _____	eggs _____	pasta _____
beans _____	fish _____	pickles _____
beef _____	fruit salad _____	pie _____
bread _____	grapes _____	potato chips _____
broccoli _____	hamburger _____	potatoes _____
butter _____	ice cream _____	rice _____
cake _____	jam/jelly _____	sandwich _____
candy _____	lemonade _____	strawberries _____
carrots _____	lettuce _____	tangerines _____
celery _____	mangoes _____	tea _____
cereal _____	milk _____	toast _____
cheese _____	noodles _____	tomatoes _____
chicken _____	nuts _____	tortillas _____
coffee _____	oil _____	yogurt _____
cookies _____		

# 2 PRACTICE

**Pair work** What do you usually have for breakfast, lunch, and dinner?  
What are your favorite types of food? Ask and answer questions.  
Use words from your vocabulary log.

A: What do you usually have for breakfast?

B: I have coffee and bread and butter. I sometimes have cereal, too.

A: What's your favorite food?

B: I like beef and I like pasta.

1

# YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

## ABILITIES AND TALENTS

act _____	play a musical instrument _____
bake a cake _____	play a sport _____
cook _____	ride a horse _____
dance _____	sing _____
design a Web page _____	sing English songs _____
do gymnastics _____	<i>skate</i> _____
draw _____	<i>skateboard</i> _____
fix a car _____	ski _____
fix a motorcycle _____	swim _____
hike _____	surf _____
ice-skate _____	take photos _____
<i>make a speech</i> _____	tell good jokes _____
paint pictures _____	use a computer _____
play chess _____	

### Musical Instruments

<i>bass</i> _____
<i>drums</i> _____
guitar _____
piano _____
<i>saxophone</i> _____
<i>trumpet</i> _____
violin _____

### Sports

baseball _____
basketball _____
football _____
golf _____
hockey _____
soccer _____
tennis _____
volleyball _____

(*italics* = new word)

2

## PRACTICE

**Pair work** What abilities do you have in common? Ask and answer questions. Use words from your vocabulary log.

A: I can play the guitar. Can you?

B: Yes, I can. We have that in common.

A: I can play the piano. Can you?

B: No, I can't.

# 1 YOUR VOCABULARY LOG

Review the names of the months and the ordinal numbers.

## DATES

Months	Ordinal numbers		
January	1 <sup>st</sup> first	12 <sup>th</sup> twelfth	23 <sup>rd</sup> twenty-third
February	2 <sup>nd</sup> second	13 <sup>th</sup> thirteenth	24 <sup>th</sup> twenty-fourth
March	3 <sup>rd</sup> third	14 <sup>th</sup> fourteenth	25 <sup>th</sup> twenty-fifth
April	4 <sup>th</sup> fourth	15 <sup>th</sup> fifteenth	26 <sup>th</sup> twenty-sixth
May	5 <sup>th</sup> fifth	16 <sup>th</sup> sixteenth	27 <sup>th</sup> twenty-seventh
June	6 <sup>th</sup> sixth	17 <sup>th</sup> seventeenth	28 <sup>th</sup> twenty-eighth
July	7 <sup>th</sup> seventh	18 <sup>th</sup> eighteenth	29 <sup>th</sup> twenty-ninth
August	8 <sup>th</sup> eighth	19 <sup>th</sup> nineteenth	30 <sup>th</sup> thirtieth
September	9 <sup>th</sup> ninth	20 <sup>th</sup> twentieth	31 <sup>st</sup> thirty-first
October	10 <sup>th</sup> tenth	21 <sup>st</sup> twenty-first	
November	11 <sup>th</sup> eleventh	22 <sup>nd</sup> twenty-second	
December			

# 2 PRACTICE

**A** Look at Ron's special days. Then complete the chart with *your* special days.

### Ron's special days

February 14	Valentine's Day
April 10	Debbie's birthday
June 15	My birthday
July 4	Independence Day
4th Thursday in November	Thanksgiving

### My special days

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**B Pair work** Talk about your special days.

A: My first special day is February 14th.

B: Why is it special?

A: It's Valentine's Day. How about you?



# 1 YOUR VOCABULARY LOG

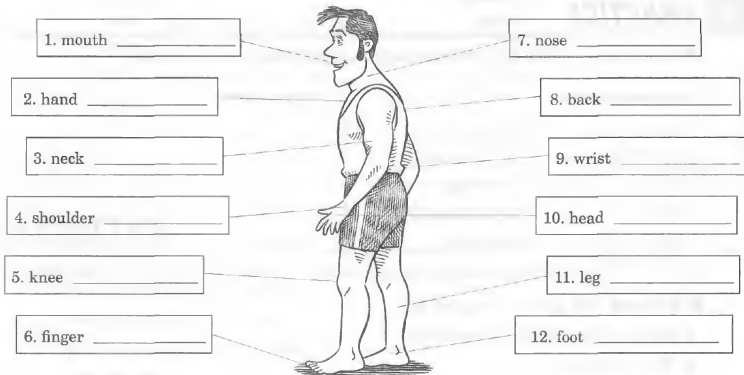
Make a vocabulary log. Write words or draw pictures to help you remember.

## PARTS OF THE BODY

ankle _____	knee _____
arm _____	leg _____
back _____	mouth _____
chest _____	neck _____
chin _____	nose _____
ear _____	shoulder _____
elbow _____	stomach _____
eye _____	throat _____
finger _____	thumb _____
foot/feet _____	toe _____
hand _____	tooth/teeth _____
head _____	wrist _____

# 2 PRACTICE

There are seven mistakes in the diagram. Find them. Then write the correct words.



# 1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

## PLACES AND THINGS

### Places

<i>bakery</i> _____	library _____
bank _____	movie theater _____
beach _____	<i>museum</i> _____
bookstore _____	<i>newsstand</i> _____
bridge _____	park _____
building _____	post office _____
cathedral _____	restaurant _____
coffee shop _____	shoe store _____
department store _____	square _____
drugstore _____	<i>stationery store</i> _____
<i>flower shop</i> _____	supermarket _____
gas station _____	

### Things

<i>checkbook</i> _____	<i>pastries</i> _____
<i>flowers</i> _____	<i>phone card</i> _____
gasoline _____	<i>toothbrush</i> _____
<i>magazine</i> _____	traveler's checks _____

(*italics* = new word)

## 2 PRACTICE

**A** Complete the sentences with appropriate places. Use words from your vocabulary log.

1. You can buy bread at a bakery or at a supermarket.
2. You can see paintings at a \_\_\_\_\_.
3. You can get stamps at a \_\_\_\_\_.
4. You can buy a toothbrush at a \_\_\_\_\_ or at a \_\_\_\_\_.
5. You can get a phone card at a \_\_\_\_\_.

**B Pair work** Compare your answers.

# 1 YOUR VOCABULARY LOG

Write the present form of the irregular verbs. Then review the past form of the regular verbs.

## SIMPLE PAST VERBS

### Irregular verbs

ate _____	read _____
bought _____	rode _____
came _____	sat _____
did _____	saw _____
felt _____	<i>slept</i> _____
got _____	took _____
had _____	went _____
met _____	<i>wrote</i> _____

### Regular verbs

<i>asked</i>	<i>dusted</i>	listened	relaxed	talked	walked
called	exercised	loved	shopped	<i>vacuumed</i>	washed
cleaned	invited	<i>mowed</i>	stayed	visited	watched
cooked	liked	needed	studied	waited	worked

(*italics* = new word)

# 2 PRACTICE

**A** Look at the pictures. What did these people do on the weekend? Tell the class. Use words from your vocabulary log.



**B Pair work** Cover the pictures in part A. Talk about what the people did. How much do you remember?

A: Max wrote letters.

B: That's right.

A: Laura mowed the lawn.

B: No, she didn't. She vacuumed.

# 1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

## SCHOOL SUBJECTS

art _____	history _____
<i>biology</i> _____	Japanese _____
<i>chemistry</i> _____	<i>journalism</i> _____
Chinese _____	Korean _____
<i>computer science</i> _____	math _____
dance _____	<i>music</i> _____
drama _____	<i>photography</i> _____
English _____	physical education _____
French _____	<i>physics</i> _____
<i>geography</i> _____	Spanish _____

(*italics* = new word)

# 2 PRACTICE

**Pair work** Talk about school subjects. Use words from your vocabulary log.

**You are in high school now:**

- A: When do you have math?  
B: On Mondays, Tuesdays, and Thursdays.  
A: Who is your math teacher?  
B: Mrs. Jefferson.

**You are not in high school now:**

- A: What were your favorite subjects in high school?  
B: I loved physics, and I liked chemistry, too.  
A: Who was your favorite teacher?  
B: My chemistry teacher, Mr. Neale.

# 1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

## PLACES

at home	_____	in class	_____
at school	_____	<i>in France</i>	_____
<i>at somebody's house</i>	_____	<i>in Paris</i>	_____
at the beach	_____	in the hospital	_____
at the library	_____	in the shower	_____
at the mall	_____	in the yard	_____
<i>at the office</i>	_____	<i>in town</i>	_____
at work	_____	on a trip	_____
<i>in Asia</i>	_____	<i>on business</i>	_____
in bed	_____	on vacation	_____

(*italics* = new word)

# 2 PRACTICE

**A** There's one mistake in each of these sentences. Find the mistakes and rewrite the sentences.

1. Susan is at the work. \_\_\_\_\_
2. Rod is in vacation. \_\_\_\_\_
3. Kevin is in the Italy. \_\_\_\_\_
4. Anne is away in a trip. \_\_\_\_\_
5. Jeffrey and Kate are in the beach. \_\_\_\_\_
6. Stan and Michelle are in home. \_\_\_\_\_

**B Pair work** Ask and answer questions about the people in part A.

A: Where's Susan?

B: She's at work.

## 1 BUSINESS CARDS

**Aim:** Give Ss practice exchanging personal information.

**Preparation:** Bring business cards as examples. Make one copy of Project 1 for every S.

**Materials:** Index cards or paper cut into card size and shape

### Plan

- Show business cards to the class. Ask: "Which one do you like best?" Elicit answers and reasons.
- Divide the class into small groups. Give each S a handout. Ss discuss the questions in groups.

### Prepare

- A**
- Ss work in pairs to write questions. Then they interview a partner.

- B**
- Explain the task. Ss create a business card for their partner. Encourage them to add a picture or design to the card.

### Present

- Ss go around the class, show their business cards, and introduce themselves. Make sure they practice asking and answering questions.

## 2 MY FAVORITE THINGS

**Aim:** Give Ss practice describing objects.

**Preparation:** Make a collage of your favorite things as an example. Make one copy of Project 2 for every S.

**Materials:** Magazines; scissors; colored pencils or pens; glue or tape

### Plan

- Show Ss your collage and ask them to identify the objects. Pay attention to their use of articles.
- Give each group a handout. Ss discuss the questions in groups.

### Prepare

- Explain the task. Ss look through magazines and cut out pictures of their favorite things.
- Ss use the pictures to cover their books. Encourage them to find or draw pictures that express who they are.

### Present

- Have Ss present their covers to the class. Encourage them to use articles and prepositions of place. Encourage other Ss to ask questions.
- **Option:** For larger classes, have Ss present their covers in small groups.

## 3 WHERE ARE YOU FROM?

**Aim:** Give Ss practice describing cities.

**Preparation:** Find a world map big enough for all Ss to see. Make one copy of Project 3 for every S.

**Materials:** Tape; pins

### Plan

- Give each S a handout. Elicit questions and write them on the board. If necessary, review Wh-questions.
- Tell Ss to bring a picture or postcard of their hometown to class.

### Prepare

- Ss work in pairs. Explain the task. Ss use the pictures or postcards to ask and answer the questions about their hometowns.
- Remind Ss to write down the information to share with the class.

### Present

- Ss take turns placing the picture or postcard of their partner's hometown on the map. Have them give at least three pieces of information.
- **Option:** If Ss are from the same city or town, have them give information about their neighborhood.

## 4 FASHION SHOW

**Aim:** Give Ss practice describing clothing using the present continuous.

**Preparation:** Bring pictures of models on a runway or a televised fashion show. Make one copy of Project 4 for every group.

**Materials:** Cassette/CD player; a "microphone" for presenters; if available, a camcorder to record the show

### Plan

- Divide the class into small groups and give each a handout. Ss choose a type of clothing and brand name.

### Prepare

- A**
- Explain the task. Ss plan a fashion show. If necessary, help Ss decide what kind of clothes to wear. Encourage them to design fun or interesting clothes.
  - Explain the roles Ss can play. If Ss are uncomfortable on stage, suggest they play photographers or stylists.

### B

- Ss write descriptions of the clothes the models will wear. Remind them to use as much detail as possible.

### Present

- Have groups perform their shows. If possible, record the shows to play later.

## 5 WHAT ARE THEY DOING?

**Aim:** Give Ss practice using present continuous.

**Preparation:** Make one copy of Project 5 for every S.

**Materials:** Magazines; poster paper; scissors; colored pencils or pens; glue or tape

### Plan

- Give each S a handout. Ss write sentences about themselves and compare answers with a partner.

### Prepare

- Divide the class into small groups. Have each group choose a time of day.
- Explain the task. Ss look through magazines and cut out pictures of activities that people do at that time of day. Then Ss make a collage. Encourage Ss to be creative.
- **Option:** Assign the same time to each group, but give them different days of the week (e.g., 7:00 A.M. Wednesday and 7:00 A.M. Saturday).

### Present

- Starting with the earliest time, have groups share their posters with the class. Remind them to explain what the people are doing.
- **Option:** Have Ss act out verbs. Other Ss guess the verb.

## 6 A TYPICAL DAY

**Aim:** Give Ss practice describing daily and weekly routines.

**Preparation:** Make one copy of Project 6 for every S.

**Materials:** None

### Plan

- As a class, brainstorm activities that people do every day or every week.
- Divide the class into small groups. Give each S a handout. Then ask Ss to discuss the questions.

### Prepare

#### A

- Ss choose someone to interview. Encourage Ss to choose a person whose daily schedule is very different from theirs.
- Explain the task. Ss write a list of questions about daily schedules. If necessary, review questions about schedules on pages 39–40 of the Student's Book.
- **Option:** Have Ss predict answers and write follow-up questions.

#### B

- Ss interview the person and create a calendar.

### Present

- Have Ss share their calendars with the class. Remind them to explain how the person's schedule is different from theirs.

## 7 DREAM HOME

**Aim:** Give Ss practice using There is and There are.

**Preparation:** Make one copy of Project 7 for every two Ss.

**Material:** Poster paper

### Plan

- Have Ss work in pairs. Give each pair a handout and explain the task. Ss label the rooms and furniture in the house. If necessary, review vocabulary by eliciting the names of rooms and furniture.

### Prepare

#### A

- Each pair joins another pair to discuss the questions.

#### B

- Refer Ss to the floor plans on page 44. Explain the task. Ss create a floor plan, including rooms, furniture, and accessories (e.g., *candles, lamps, paintings*). Encourage them to be creative.
- Explain that each S is responsible for one room.
- **Option:** Bring cardboard boxes and scraps of material. Have Ss make a 3-D version of the room.

### Present

- Have groups explain their homes to the class. Remind Ss to describe each room.

## 8 WHAT DO YOU DO?

**Aim:** Give Ss practice asking simple present Wh-questions.

**Preparation:** Make one copy of Project 8 for every S.

**Materials:** Poster paper; colored pencils

### Plan

- As a review, elicit jobs. Give each S a handout and focus Ss' attention on the pictures.
- Have Ss discuss the questions in pairs.

### Prepare

#### A

- Each pair joins another pair. Explain the task. Ss choose a person to interview about their job. Encourage them to choose someone whose job is interesting or whose job they might want.
- Have Ss write questions. If necessary, review questions on pages 52–54 of the Student's Book.

#### B

- Outside of class, Ss interview the person and record the information.
- **Option:** Have Ss research the job on the Internet.
- Refer Ss to the sample poster on the handout. Ask them to make a poster advertising the job.

### Present

- Have groups share their posters. Encourage them to make the job sound appealing.
- **Option:** Have a job fair. Part of each group stays at their "booth" to explain the job. Others go around to learn about other jobs. Ss take turns being a "recruiter" and an "applicant."

## 9 WHAT SHOULD I EAT?

**Aim:** Give Ss practice using count and noncount nouns.

**Preparation:** Make one copy of Project 9 for every S.

**Materials:** None

### Plan

- Give each S a handout and focus Ss' attention on the pictures. As a review, elicit the names of the foods. Then have Ss answer the questions.
- Ask the class: "What do you know about these diets?" Elicit answers.
- Explain the difference between a diet to lose weight and a diet based on lifestyle choices (e.g., for health, fitness, religious or personal beliefs).

### Prepare

#### A

- Divide the class into small groups. Explain the task. Ss choose one of the diets to research. Tell Ss to make a list of foods that the diet allows.

#### B

- Have Ss plan a three-day menu for someone on the diet. Remind them to include three meals a day and snacks and to consider portion size.

### Present

- Have groups explain their menus to the class. Encourage other Ss to ask questions.
- **Option:** Have Ss prepare a dish from their menu and for everyone to taste.

## 10 CLASS SURVEY

**Aim:** Give Ss practice talking about sports and talents.

**Preparation:** Make one copy of Project 10 for every two Ss.

**Material:** Poster paper; colored markers

### Plan

- Ss work in pairs. Give each pair a handout and focus their attention on the chart. Ss discuss the questions. Then elicit answers from the class.

### Prepare

#### A

- Each pair joins another pair. Explain the task. Ss write questions to find out the most common abilities and talents in the class. Encourage each student to write at least one question.

#### B

- Ss go around and ask their questions. Remind Ss to write the answers. Then they use the information to make their own chart.
- **Option:** Have Ss organize the data by gender, age, nationality, etc. Encourage them to use colors to identify categories (e.g., blue for men and red for women, green for Brazilian and blue for Korean).

### Present

- Have groups share their charts with the class. Remind Ss to explain the results.

## 11 LET'S PARTY!

**Aim:** Give Ss practice using Wh-questions and the future with be going to.

**Preparation:** Make one copy of Project 11 for every group.

**Materials:** Colored pencils or pens; paper

### Plan

- Divide the class into small groups. Give each group a handout and explain the task. Ss choose a special occasion. Then they plan a party.
- Elicit other details Ss should consider (e.g., theme, decorations, music, dress).

### Prepare

- Focus Ss' attention on the invitation on the handout. Ask groups to design and make an invitation to their party. Encourage them to be creative, using color, pictures, and designs.

### Present

- Have groups share their invitations with the class. Remind them to make their party sound like a fun event.
- **Option:** Take a class vote on which party Ss would most like to attend.
- **Option:** If possible, have a class party. Ss make invitations for special guests.

## 12 THE FIVE BEST WAYS

**Aim:** Give Ss practice asking for and giving advice.

**Preparation:** Make one copy of Project 12 for every two Ss.

**Materials:** Poster paper; colored pencils or pens

### Plan

- Elicit difficult things that many people want to do (e.g., lose weight, save money, get more sleep, find a better job, improve their English).
- Ss work in pairs. Give each pair a handout and explain the task. Ss write five more things.

### Preparation

#### A

- Each pair joins another pair. Have Ss choose one thing people want to do.
- Explain the task. Outside of class, Ss ask people for suggestions.

#### B

- Ss make a poster of the most common answers. Refer Ss to the poster on page 83 of the Student's Book. Encourage them to find or draw pictures for each suggestion.

### Present

- Have groups share their posters with the class. Encourage other Ss to make suggestions and ask questions. Then have Ss vote on the best piece of advice.



## 13 HOW DO I GET THERE?

**Aim:** Give Ss practice giving directions and describing places.

**Preparation:** Make one copy of Project 13 for every two Ss.

**Material:** City map; brochures of tourist attractions

### Plan

- Ss work in pairs. Give each pair a handout. Ss list attractions in their city or town.
- **Option:** Ss choose any world city and list its tourist attractions.
- Elicit suggestions. Then ask: "Why should someone visit these places?" Elicit reasons.

### Prepare

#### A

- Each pair joins another pair. Explain the task. Ss decide on a city and choose places to see.
- Have Ss write a walking tour of the city. Refer Ss to the reading on page 91 of the Student's Book. Encourage them to describe each place.

#### B

- Have Ss draw a map of the walking tour. Refer Ss to the map on page 90 of the Student's Book. Encourage Ss to use an actual map of the city to verify street names and intersections.
- **Option:** Assign each group one attraction and have them research it and write a description.

### Present

- Have Ss share their maps with the class.

## 14 MY FAVORITE SEASON

**Aim:** Give Ss practice using simple past.

**Preparation:** Make one copy of Project 14 for every group.

**Materials:** Poster paper; colored pencils or pens

### Plan

- Divide the class into small groups. Give each group a handout. Ss discuss the questions.
- Elicit answers from the class. Pay attention to Ss' use of the simple past.

### Prepare

- Groups choose a season and discuss things to do during that season. Encourage Ss to think of real experiences they had.
- Have each group make a poster of five activities.
- **Option:** Assign a season to each group.

### Present

- Have groups share their posters with the class. Ss describe their experiences. Encourage other Ss to ask questions.
- **Option:** Have the Ss vote on the best season.

## 15 CELEBRITY TRIVIA

**Aim:** Give Ss practice asking questions using the simple past.

**Preparation:** Make one copy of Project 15 for every S.

**Materials:** Index cards or paper cut into card size and shape

### Plan

- Give each S a handout and explain the task. Ss write the names of five famous people.
- Elicit names. Then ask: "What do you know about this person?" Elicit answers.

### Prepare

#### A

- Divide the class into small groups. Ss compare lists and choose one person.
- Outside of class, Ss research the person to answer the questions and find additional information.

#### B

- Ss write ten questions about the person.
- Give each group ten cards. Ss write a question on one side and the answer on the other side.

### Present

- Play a game. Groups take turns reading their questions to the class. The first person to answer correctly gets a point.
- **Option:** Instead of reading the questions, Ss read the answers. Other Ss guess the questions.

## 16 WHAT'S GOING ON?

**Aim:** Give Ss practice describing events.

**Preparation:** Make one copy of Project 16 for every S.

**Materials:** Poster paper

### Plan

- Give each S a handout and explain the task. Ss find information about upcoming events. Encourage them to use newspapers, magazines, or the Internet.
- Have Ss share the information with the class.

### Prepare

#### A

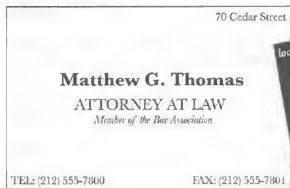
- Divide the class into small groups. Explain the task. Ss compare information and discuss the questions.

#### B

- Have groups choose an audience. If necessary, elicit audiences (e.g., *art lovers, families, music fans*).
- Have Ss design a Web site with events the audience would enjoy. Refer Ss to the Web site on page 111 of the Student's Book. Encourage Ss to use photos or draw pictures of each event.
- **Option:** Assign each group one kind of event (e.g., *music, art, food, sports*). Have groups describe events in that category.

### Present

- Have groups share their Web sites with the class. Encourage Ss to explain why they chose each event.



## Plan

**Group work** Discuss these questions.

- What is a business card?
- What information is on a business card?
- What pictures are on a business card?
- What colors are on a business card?

## Prepare

**A Pair work** Interview your partner. Use these questions and your own questions.

- What is your name?
- What is your address?
- What is your phone number?
- Where are you from?
- What is your favorite color?
- Other questions:

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**B Pair work** Use the information to make a business card for your partner. Include a picture or design.

## Present

**Class activity** Go around the class. Show classmates your card and introduce yourself.

**Plan**

*Group work* Discuss these questions.

What is your favorite color?

What is your favorite movie?

Who is your favorite actor/actress?

What is your favorite school subject?

What is your favorite kind of music?

**Prepare**

Find pictures of your favorite things. Cut photos from magazines or draw your own pictures. Then cover your book with the pictures. Choose things that will help your classmates know you better.

**Present**

*Class activity* Explain your book cover to the class. Use these sentences to help you.

The picture at the top is \_\_\_\_\_. I like it because \_\_\_\_\_.

The picture next to it is \_\_\_\_\_. It is my favorite \_\_\_\_\_  
because \_\_\_\_\_.



**Plan**

Write questions someone might ask you about your city or town. Then find a picture or postcard of your hometown to bring to class.

What \_\_\_\_\_ ?

Where \_\_\_\_\_ ?

Who \_\_\_\_\_ ?

How \_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

**Prepare**

**Pair work** Imagine you are going to visit your partner's hometown. Share your pictures or postcards. Then take turns asking and answering questions. Write your partner's answers.

**Present**

**Class activity** Put your partner's picture or postcard on the map. Then describe your partner's hometown. Give at least three pieces of information about the city or town.



**Plan**

**Group work** Imagine you will design a new line of clothing. Decide what kind of clothes to design. Then choose a name for your brand.

Kind of clothes: \_\_\_\_\_

Name of brand: \_\_\_\_\_

**Prepare**

**A Group work** Plan a fashion show for your new brand. Discuss these questions.

What clothes will you wear?

Who will be the models?

Who will be the presenter?

What music will you play during the show?

What other things will you need to have?

**B Group work** Write descriptions of the clothes the models will wear. Remember to describe colors and patterns. Then give your descriptions to the presenter to read to the class.

**Present**

**Class activity** Perform your fashion show.



# WHAT ARE THEY DOING?

## Plan

What are you doing at these times? Write sentences using the verb *be + ing*. Then compare your sentences with a partner.

It's 7:00 A.M. and I'm \_\_\_\_\_.

It's 9:00 A.M. and I'm \_\_\_\_\_.

It's noon and I'm \_\_\_\_\_.

It's 5:00 P.M. and I'm \_\_\_\_\_.

It's 8:00 P.M. and I'm \_\_\_\_\_.

It's midnight and I'm \_\_\_\_\_.

## Prepare

**Group work** Choose one of the times above. Find pictures of what people are doing at that time of day. Cut photos from magazines or draw your own pictures. Then make a poster with the pictures.

## Present

**Class activity** Show your poster to the class. Explain what the people in the pictures are doing. Use these sentences to help you.

It is \_\_\_\_\_ (time) and he/she is \_\_\_\_\_-ing.

It is \_\_\_\_\_ (time) and they are \_\_\_\_\_-ing.



**Plan**

**Group work** Discuss these questions.

What do you do every day?

What do you do every week?

Is a student's daily schedule different from a businessperson's schedule?

Do you think their weekend routines are the same or different?

**Prepare**

**A Pair work** Choose a person with a schedule that is different from yours. Then write questions about his or her daily routine.

What time do you wake up on weekdays?

When do you eat lunch?

What time do you go home?

What do you do in the evenings?

When do you go to bed?

Other questions:

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**B Pair work** Interview the person about his or her daily routine. Write down the answers. Then create a calendar for a typical day in the person's life.

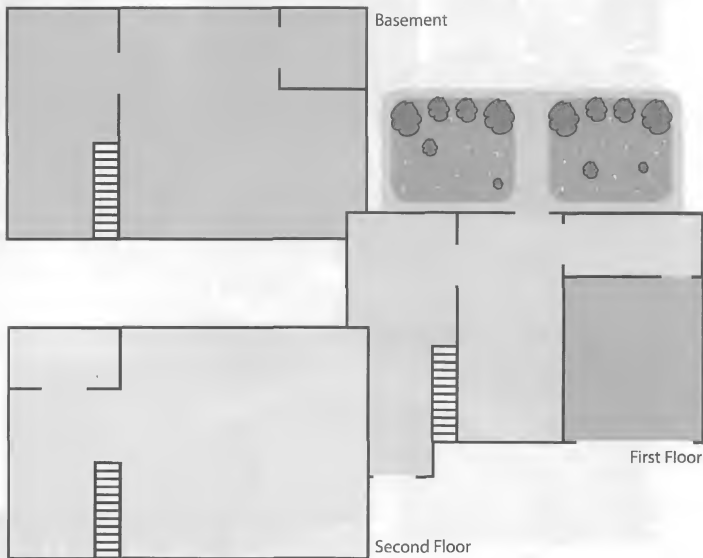
**Present**

**Class activity** Share your calendar with the class. Explain how the person's schedule is different from yours.

Tuesday, February 15			
TIME	SUBJECT	TIME	SUBJECT
8:30 <sup>AM</sup>	meeting with Jim	3:30	
9:00		4:00	
9:30		4:30	
10:00		5:00	go to the gym!
10:30		5:30	
11:00		6:00	
11:30	doctor's appointment	6:30	
12:00 <sup>PM</sup>		7:00	English class
12:30		7:30	
1:00	lunch with mom	8:00	
1:30		8:30	
2:00		9:00	
2:30		9:30	jazz concert
3:00		10:00	

**Plan**

**Pair work** Imagine this is your house. Write what you would use each room for. What furniture do you need in each room?

**Prepare**

**A Group work** Design your dream home. Use these questions to help you.

How many rooms are there?

How will each room be used?

What furniture do you need in each room?

What else does the home have?

**B Group work** Draw a floor plan of the house or apartment. Then each person chooses one room to design.

**Present**

**Class activity** Tell the class about each room in your dream home. Explain why you chose the furniture and location.



## Plan

**Pair work** Look at the pictures. Which job do you want to do? Why?



## Prepare

**A Group work** Choose a person with an interesting job. Then write questions about his or her job.

Where do you work?

What do you do, exactly?

How do you like your job?

What time do you start and finish work?

Other questions:

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**B Group work** Interview the person about his or her job. Then make a poster to advertise the job.

## Present

**Class activity** Share your poster with the class. Try to make your classmates want the job.



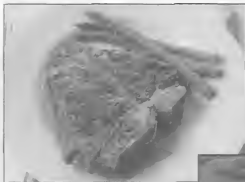
## 9 WHAT SHOULD I EAT?

### Plan

Look at the pictures. Answer these questions.

Which diet probably includes foods that you like? \_\_\_\_\_

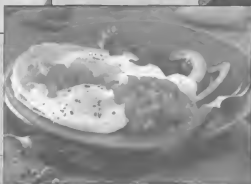
Which diet probably includes foods that you don't like? \_\_\_\_\_



low carb



low fat



ovo-lacto  
vegetarian



raw food



vegan

### Prepare

**A Group work** Choose one of the diets above or a diet that is very different from your own. Then research the diet on the Internet. Make a list of foods that a person on the diet can eat.

**B Group work** Use the information to plan a three-day menu. Remember to include breakfast, lunch, dinner, and a snack for each day.

### Present

**Class activity** Explain the diet to the class. Then present your three-day menu.

## Plan

**Pair work** Look at the chart. Discuss these questions.

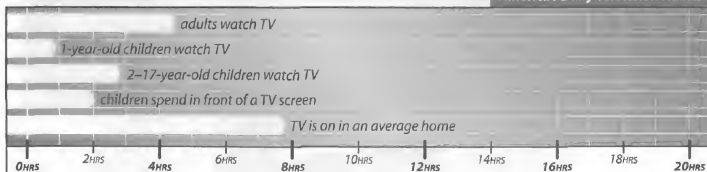
How many hours do adults watch TV?

How many hours do 1-year-old children watch TV?

How many hours do 2–17-year-old children watch TV?

How many hours do children spend in front of a screen?

How many hours is the TV on in an average home?



Source: www.tvturnoff.org

## Prepare

**A Group work** Find out about your classmates' abilities and talents. Use these questions and your own ideas to make a survey. Write at least one question for each student in your group.

What do you do in your free time?

Who do you do it with?

Where do you do it?

How often do you do it?

When do you do it?

Other questions:

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**B Group work** Ask your questions to each student in the class. Be sure to write down all the answers. Then use the information to draw a chart.

## Present

**Class activity** Share your chart with the class. Remember to read each question and explain the results.



## Plan

**Group work** Imagine you are going to have a party. Decide on a reason for the party. Then use these questions to help you plan.

When are you going to have the party?

Where are you going to have the party?

What are you going to do at the party?

What time is it going to start?

Who are you going to invite?

Are you going to have food? What kind?

What other things are you going to need?

## Prepare

**Group work** Make the final arrangements for the party. Then design and make an invitation.

### You're invited!

**What:** a surprise birthday party for Pedro

**When:** Saturday, February 5th

**Time:** 8:00 P.M.

**Dress:** Casual

**RSVP:** Call me this week to let me know if you're going to come!

*Hope you can make it!*

*P.S. Don't say anything to Pedro!*

## Present

**Class activity** Share your invitation with the class. Try to make the party sound fun!



### Plan

**Pair work** Think of some difficult things that many people want to do. Make a list of five challenges.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Prepare

**A Group work** Compare your lists and choose one challenge. Then ask at least ten people for advice on the best way to solve your problem.

**B Group work** Use the information to make a poster of the most common answers. Find photos or draw pictures for each suggestion.

### Present

**Class activity** Share your poster with the class. Ask your classmates for other suggestions. Then vote on the best suggestion.



### Plan

**Pair work** Make a list of some popular attractions in your city or town.

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### Prepare

**A Group work** Choose a city and at least five places for a visitor to see. Then plan a walking tour of the city. Write directions from one place to the next.

**B Group work** Draw a map of the city that includes all the places.

### Present

**Class activity** Share your map with the class. Include interesting information about each place.



### Plan

**Group work** Talk about seasons of the year. Discuss these questions.

What's your favorite season?

Why do you like it?

What fun or interesting things can you do during this season?

### Prepare

**Group work** Choose a season. Think of fun or interesting things you did during that season. Then use photos or drawings of those things to make a poster. Show why it's the best time of year.

### Present

**Class activity** Share your poster with the class. Describe your experiences and explain why they were fun or interesting.

## Plan

Who do you think are the five most famous people in the world today?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Prepare

**A Group work** Compare your lists. Then choose one person you want to know more about. Use these questions and your own questions to research the person.

Where was the person born?

When was the person born?

Where did the person grow up?

What was the person's major?

**B Group work** Write ten questions about the person. (Don't write any *yes / no* questions.) Then write a question on each card. Write the answer on the other side of the card.

## Present

**Class activity** Play a game of Celebrity Trivia! Take turns reading your questions to the class. The person that answers the most questions correctly wins.





## Plan

Find out about shows, festivals, and events in your city or town. Share your findings with the class.

## Prepare

**A Group work** Compare your information. Then discuss these questions.

Which activities would be interesting for adults?

Which activities would teenagers like?

Which activities would be fun for children?

Which activities would be good for visitors?

**B Group work** Design a Web site about upcoming events. Choose an audience. Then describe at least three fun or interesting events for people in that group.


## Present

**Class activity** Share your Web site with the class. Explain why you think the events are suitable for that group.

○○○
New York Events

# New York Events *Culture Section*

Art
Classical & Dance
Kids
Movies
Music
Theater
TV



**Art**  
*Overheard at the museum*  
What the audience really thought about the exhibit.  
[More in Art](#)

**Classical & Dance**  
*Musical Poetry*  
Four living composers find inspiration in the writings of three famous poets.  
[More in Classical](#)


**Kids**  
*The Central Park Easter Egg Hunt*  
An event for children of all ages.  
[More in Kids](#)

**Music**  
*Sounds of the Sixties*  
Three very different acts come to New York.  
[More in Music](#)

**Theater**  
*Dirty Rotten Scoundrels*  
*Dirty Rotten Scoundrels* is a fun show with a terrific cast.  
[More in Theater](#)

**TV**  
*Good-bye to NYPD Blue*  
A farewell to the last cop show with characters.  
[More in TV](#)

**Movies**  
*Robots*  
This animated film is about a young inventor who dreams of making the world a better place.  
[More in Movies](#)



**THE WEEK'S TOP EVENTS**  
**ART:** Basquiat at the Brooklyn Museum - Exhibit of paintings by the 1960s art star • **MOVIES:** *Millions* - Danny Boyle creates a film about two kids who find a giant suitcase of money. • **NIGHTLIFE:** Savion Glover - The great tap-dancer performs a one man show. • **THEATER:** *Shockheaded Peas* - A musical tale about scary things that happen to naughty children

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# ANSWER KEY LISTENING (WITH AUDIO SCRIPTS)

## Unit 1

### Audio Script

#### Hello and good-bye [Track 1]

B Listen and check true or false.

TOSHI: Hi, Ana.

ANA: Hi, Toshi. How are you?

TOSHI: I'm fine, thanks. You're in my English class, right?

ANA: No, I'm with Mr. Carr. Your teacher is Ms. Rivera.

TOSHI: Rivera? How do you spell that?

ANA: R-I-V-E-R-A.

TOSHI: And I'm in room five.

ANA: No, that's not right. Your class is in room four.

#### Hello and good-bye [Track 2]

C Listen and circle the correct information.

MR. HORNE: Jerry?

JERRY: Yes?

MR. HORNE: Your last name is Maloney, right?

JERRY: Yes.

MR. HORNE: How do you spell that? Is it M-A-L-O-N-Y?

JERRY: No, it's M-A-L-O-N-E-Y.

MR. HORNE: OK, thanks. And what's your phone number, Jerry?

JERRY: It's 385-4107.

MR. HORNE: 385-4107. Thanks. See you tomorrow.

JERRY: Good night, Mr. Horne. Have a nice evening.

### Answer Key

A

Answers will vary.

B

1. False
2. False
3. True
4. False

C

1. b    2. b    3. b    4. b

## Unit 2

### Audio Script

#### Is this your . . . ? [Track 3]

B What are the people talking about? Listen. Number the pictures from 1 to 5.

1.

MAN: Is this your camera, Jason?

JASON: Yes, it is.

MAN: It's nice!

JASON: Thanks.

2.

MAN: Caroline, are these your earrings?

CAROLINE: Yes, they are. Thanks a lot.

3.

WOMAN: Where's my key?

MAN: Is this your key?

WOMAN: Yes. Thanks.

4.

WOMAN: Is this your earring, Sandy?

SANDY: Yes, it is. Thanks.

5.

MAN: Hee Sook, are these your keys?

HEE SOOK: No, they're not.

MAN: Where are your keys?

HEE SOOK: Hmm. I don't know.

#### Is this your . . . ? [Track 4]

C Listen to the questions. Look at the pictures again. Check the correct response.

1.

JASON: Is my camera in front of the television?

2.

CAROLINE: Are my earrings next to the CD player?

3.

WOMAN: Is my key under the chair?

4.

SANDY: Where is my earring?

5.

HEE SOOK: Where are my keys?

### Answer Key

A

Answers will vary.

B

- 5, 4, 1, 2, 3

C

1. No, it's not.

2. Yes, they are.

3. No, it's on the chair.

4. It's next to the cell phone.

5. They're under the map.

## Unit 3

### Audio Script

#### Where are you from? [Track 5]

B Listen to the students' conversations. Circle the correct answers.

1.

WOMAN: Where is the teacher from?

MAN: He's Japanese – from Tokyo, I think.

2.

WOMAN: Where are you from, Tony?

TONY: Well, my family and I are here in the United States now, but we're from Brazil originally.

3.

MAN: Where are you from, Sarah? Are you Australian?

SARAH: No, I'm not. I'm from the U.K. – the United Kingdom.

4.

MAN 1: Is Maggie's first language Spanish?

MAN 2: Yes, it is. Her family is from Argentina.

#### Where are you from? [Track 6]

C Listen and check the correct response.

1.

WOMAN: Where is he from?

2.

MAN: Is her first language French?

3.

WOMAN: Who are they?

4.  
MAN: What's Tokyo like?
5.  
WOMAN: Are you and your family from Canada?
6.  
MAN: Who's your best friend?

### Answer Key

- A**  
Answers will vary.
- B**  
1. b    2. a    3. b    4. b
- C**  
1. He's from Santiago.  
2. No, it's not. It's Spanish.  
3. They're my two brothers.  
4. It's big and exciting.  
5. Yes, we are. We're from Vancouver.  
6. His name is Robert.

## Unit 4

### Audio Script

#### 1 What color are your socks? [Track 7]

B Listen to the conversations. Number the clothes in the pictures from 1 to 6.

1.  
WOMAN: That tie is great.  
MAN: I think so, too.
2.  
MAN 1: You're wearing my favorite jeans.  
MAN 2: They're your favorite?
3.  
MAN: What a cute cap!  
WOMAN: Thanks.
4.  
MAN: Great sneakers!  
WOMAN: Thanks.
5.  
WOMAN: Hey. Nice shirt!  
MAN: Thanks.
6.  
WOMAN: What color are those socks?  
MAN: They're purple. Cool, huh?

#### 2 How's the weather? [Track 8]

B Listen to the weather report. What's the weather like today in these cities? Check the correct information.

WEATHER PERSON: What a day here in New York! It's snowing, and it's very windy. And of course it's very, very cold. The temperature? Minus nine degrees Celsius. Yep, minus nine! Our friends in Rio de Janeiro are having a great day. It's sunny and hot, but it's not humid. A perfect day for shorts and a T-shirt. The temperature today in Rio is 27 degrees Celsius. Nice! And Tokyo? What kind of weather are they having there today? Hmm. Not bad. It's a beautiful winter day. It's cold, but it isn't snowing. In fact, it's very sunny. The temperature? Three degrees Celsius.

C Listen again. Write the temperature in each city.

### Answer Key

#### 1 What color are your socks?

- A**  
Answers will vary.
- B**
- |          |             |
|----------|-------------|
| 1. tie   | 4. sneakers |
| 2. jeans | 5. shirt    |
| 3. cap   | 6. socks    |

#### 2 How's the weather?

- A**  
Answers will vary.
- B**  
New York: cold, snowing, windy  
Rio de Janeiro: hot, sunny  
Tokyo: cold, sunny
- C**  
New York: -9  
Rio de Janeiro: 27  
Tokyo: 3

## Unit 5

### Audio Script

#### 1 What time is it? [Track 9]

- B Listen. Circle the time you hear.
1.  
MAN: Hey, Sonia. What time is it?  
SONIA: It's 7:15. Dinnertime!
2.  
BOB: Hi. This is Bob. Leave a message. [beep]  
WOMAN: Hi, Bob. It's me. It's 4:45, and I'm leaving work right now. What a day! See you later.
3.  
WOMAN 1: Are you eating your lunch? It's only a quarter after eleven.  
WOMAN 2: Yes, I know. But I'm really hungry this morning.
4.  
MAN 1: What are you doing?  
MAN 2: I'm calling Mr. Lee in Seoul.  
MAN 1: What time is it there?  
MAN 2: It's 9:00 A.M.

C Listen again. What part of the day are the people talking about? Check morning, afternoon, or evening.

#### 2 What are you doing? [Track 10]

B Listen to the conversations. Complete the chart in part A.

- Julie**  
JULIE: Hello.  
DAD: Julie?  
JULIE: Yeah.  
DAD: It's your father. What are you doing?  
JULIE: I'm studying, Dad.

- Tom**  
TOM: Hello.  
ANNIE: Hi, Tom. It's Annie. What are you doing?  
TOM: I'm watching television.

- Paul**  
PAUL: Hello.  
TIM: Hi, Paul. It's Tim. Are you working?  
PAUL: No, I'm not. I'm checking my e-mail.

Answers will vary.

B

2, 1, 3

C

1. bed, dresser, rug
2. refrigerator, stove
3. sofa, coffee table, armchair

## Unit 8

### Audio Script

#### 1 Where do you work? (Track 13)

B Listen to the people talk about their jobs. Correct your guesses.

**Marisa**

MAN: Hey, Marisa. Where are you going?

MARISA: To work.

MAN: You work at a hospital, right?

MARISA: No. I work at Kennedy High School.

MAN: And what do you do, exactly?

MARISA: I'm a nurse.

MAN: Oh. How is that? Difficult?

MARISA: Not really. It's pretty easy, actually. I love my job!

**Ray**

WOMAN: How's work, Ray?

RAY: Good. I have a new job, you know.

WOMAN: Oh? Where do you work now?

RAY: Downtown, at BJ's Department Store.

WOMAN: Oh, I love that store! Are you still a security guard?

RAY: Yeah.

WOMAN: And are you happy at your new job?

RAY: Yes, I am. It's dangerous, but I like it.

**Victor**

WOMAN: Hi, Victor. How are you?

VICTOR: Pretty good, thanks. And you?

WOMAN: Fine. What's new with you?

VICTOR: I have a new job. I'm a cashier.

WOMAN: Really? That's nice. Where do you work?

VICTOR: At Annie's Restaurant. And it's not nice at all! It's a very boring job.

WOMAN: I'm sorry, Victor.

C Listen again. Do the people like their jobs? Check the correct column.

#### 2 What do you do? (Track 14)

Some people are talking about jobs. Listen and check the correct response.

1.

MAN: What does your sister do?

2.

WOMAN: Yuki doesn't like her job.

3.

MAN: A lawyer's job is difficult.

### Answer Key

#### 1 Where do you work?

A

Answers will vary.

Ray: security guard, store

Victor: cashier, restaurant

C

Marisa: likes

Ray: likes

Victor: doesn't like

#### 2 What do you do?

1. She's a flight attendant.

2. That's too bad.

3. I agree. A lawyer doesn't have an easy job.

## Unit 9

### Audio Script

#### Let's go food shopping. (Track 15)

B Listen to the conversations. Olivia and Todd are shopping. Where do they go? Number the pictures from 1 to 4.

1.

TODD: OK. So, what do we need?

OLIVIA: Let's look at the vegetables. We need some potatoes.

TODD: How about tomatoes? Do we need any tomatoes?

OLIVIA: Yes, we do. They're on the list.

2.

OLIVIA: Let's go over there to the dairy section. We need some butter.

TODD: Do we have any milk?

OLIVIA: Yes, we have some at home.

3.

OLIVIA: Let's go over to the meat department.

TODD: OK . . . We need some steaks for dinner tonight.

OLIVIA: Yeah. And some chicken for Saturday night.

TODD: There's no chicken on our list! I think we have some chicken in the freezer at home.

OLIVIA: Oh, you're right. But we do need steaks.

4.

TODD: Is that all?

OLIVIA: Almost. We need some cereal. Oh, good. They have my favorite kind. OK. Let's go to the cashier.

C Listen again. Look at the shopping lists. Check Olivia and Todd's list.

### Answer Key

A

Answers will vary.

B

4, 1, 2, 3

C

List 3

## Unit 10

### Audio Script

#### Can you fix things? (Track 16)

B Listen to the conversations. Three women are discussing their abilities and talents. Number the pictures from 1 to 3.

1.

MAN: Can you ski, Whitney?

WHITNEY: No, I can't. And skiing's dangerous!

MAN: Are you mechanical? Can you fix things?  
WHITNEY: No, I can't. I guess I'm more athletic. I can play tennis and basketball. Oh, and I can ice-skate really well. Ice-skating's my favorite sport.

2.

MAN: Are you musical, May?  
MAY: No, not really. I can't play any musical instruments – like the piano or the guitar.

MAN: Can you dance?

MAY: No, I can't dance at all. I'm terrible! I guess I'm more mechanical. I can fix cars and other things.

3.

MAN: Do you have any technical skills, Suki?

SUKI: Technical skills?

MAN: Yeah. Can you fix things? Can you use a computer?

SUKI: Well, I can use a computer, but I can't fix things.

MAN: Are you musical?

SUKI: I think so. I can't sing very well, but I can play the guitar. And I can dance, too.

C Listen again. Check the correct response.

### Answer Key

A

Answers will vary.

B

2, 3, 1

C

1. No, she can't.

Yes, she can.

Yes, she can.

2. No, she can't.

No, she can't.

Yes, she can.

3. Yes, she can.

No, she can't.

No, she can't.

## Unit 11

### Audio Script

#### Happy birthday! (Track 17)

B Listen to the conversations. Number the pictures from 1 to 3.

1.

WOMAN: What are you going to do for your birthday, Paula?

PAULA: I'm going to go fishing in Stevens Park.

WOMAN: Fishing?

PAULA: Yeah. My dad and I are going to go fishing. We always go fishing on my birthday.

WOMAN: That sounds like fun. Have a good time.

2.

WOMAN: Are you going to do anything special for your birthday, Chris?

CHRIS: My best friend and I are going to see a show.

WOMAN: How great! What are you going to see?

CHRIS: *Music to My Ears*.

WOMAN: Where's it playing?

CHRIS: It's at the Broadway Theater.

3.

BARRY: Tomorrow's my birthday.

WOMAN: Really? How are you going to celebrate?

BARRY: My brothers are going to take me to my favorite restaurant.

WOMAN: Oh, where's that?

BARRY: It's an Italian place downtown called Luigi's.

WOMAN: That sounds really nice. Happy birthday!

C Listen again. Who are the people going to celebrate their birthdays with? Complete the chart.

### Answer Key

A

Answers will vary.

B

2, 3, 1

C

1. her dad/father

2. his best friend

3. his brothers

## Unit 12

### Audio Script

#### I feel terrible. (Track 18)

B Listen to the people talk to the doctor. What's wrong with each person?

Ben

DR. MACINTOSH: So, Ben, how are you today?

BEN: I feel really terrible, Dr. Macintosh.

DR. MACINTOSH: What's the problem?

BEN: I have a bad earache.

DR. MACINTOSH: Hmm. Yes, I see. I'm going to give you some drops. Use the drops in the morning before breakfast.

BEN: Before breakfast? OK. Thanks, doctor.

Laura

DR. MACINTOSH: Laura. You don't look very well.

LAURA: And I feel awful!

DR. MACINTOSH: Do you have a fever?

LAURA: Yes, and I have this bad cough.

DR. MACINTOSH: Well, you have the flu.

LAURA: What can I do?

DR. MACINTOSH: There's only one thing to do: Go home and sleep.

LAURA: OK. I can do that. Thank you, doctor.

Frances

FRANCES: Hello, Dr. Macintosh. How are you?

DR. MACINTOSH: I'm fine, thanks, Frances. How are you?

FRANCES: Not so good.

DR. MACINTOSH: Sorry to hear that. How's your back?

FRANCES: It's better. Now, it's my knees. I have sore knees.

DR. MACINTOSH: That happens to athletes. What sports do you play again?

FRANCES: Tennis and volleyball.

DR. MACINTOSH: Here's what you're going to do, Frances:

First, take some aspirin. And don't play any sports this week.

FRANCES: No sports?

DR. MACINTOSH: No sports!

FRANCES: OK. Thanks, Dr. Macintosh.

C Listen again. What advice does the doctor give his patients?

### Answer Key

A

Answers will vary.

B

Laura: She has the flu.

Frances: She has sore knees.

Frances: Take some aspirin. Don't play any sports this week.

## Unit 13

### Audio Script

#### *Tell me about your hometown.* [Track 19]

B Listen. Simon, Tina, and Steve are talking about their hometowns. Write each person's name under the map of his or her hometown.

#### Simon

WOMAN: Tell me about your hometown, Simon. Is it nice?

SIMON: I think it's great. The important street is First Avenue. My school is on First Avenue. The school's between a drugstore and a coffee shop. The coffee shop has great hamburgers, so my friends and I eat there a lot. There's a really big park on First Avenue, too, and we go there every day - when it's not raining or cold.

#### Tina

MAN: Do you spend a lot of time in your hometown, Tina?

TINA: Yeah, I do. I love going back home. There's a great museum, a terrific restaurant, and a movie theater.

MAN: Where's the museum?

TINA: It's on the corner of Center Avenue and First Street, next to the post office. It's right across from the restaurant. Oh, and the movie theater is right next to the restaurant.

#### Steve

WOMAN: Tell me about your hometown, Steve.

STEVE: It's great. I go there a lot on the weekends with my friends and sometimes with my family.

WOMAN: What do you do there on the weekends?

STEVE: Well, there's a terrific bookstore on Main Street. Next to the bookstore - between the bookstore and the drugstore - there's a really good coffee shop. My family often has breakfast there on Sundays.

WOMAN: Is there a park there?

STEVE: Yes, it's right across from the coffee shop. Sometimes my friends and I have picnics there on Saturdays.

#### *Tell me about your hometown.* [Track 20]

C Listen to the statements. Look at the maps again. Check true or false.

1.

WOMAN: a. The coffee shop is between the bookstore and the drugstore.  
b. The school is next to the park.

2.

MAN: a. The restaurant is next to the museum.  
b. The bank is across from the restaurant.

3.

WOMAN: a. The drugstore is on the corner of First Avenue and Main Street.  
b. The park is on First Avenue.

### Answer Key

A

Answers will vary.

B

1. Steve
2. Tina
3. Simon

- b. F
2. a. F  
b. F
3. a. T  
b. T

## Unit 14

### Audio Script

#### *What did you do this weekend?* [Track 21]

B Listen to the conversation. Meg and her mother are talking about the weekend. Did Meg do these things on Friday night? Check yes or no.

MOTHER: What did you do Friday night? Did you study for your exams?

MEG: No, Mom. I never study on Friday or Saturday nights. It's my time to relax.

MOTHER: So what did you do?

MEG: I actually had a great time. Jennifer and Trish came over.

MOTHER: That's nice. Did you cook dinner?

MEG: No, we didn't cook. We just made some sandwiches and ate them with some chips. Then we watched TV.

MOTHER: That's good. Did the girls stay late?

MEG: No, not really. After the movie, we went down to Bobbie's Books. It's open late on Fridays.

MOTHER: Did you buy a book?

MEG: No, I didn't, but Jennifer got something for her sister's birthday.

MOTHER: So, it sounds like you had a fun Friday night.

MEG: Yes, Mom, I did.

C Listen to the rest of the conversation. What did Meg's mother do over the weekend? Check the correct picture or pictures.

MEG: So how about you, Mom? Did you have a nice weekend?

MOTHER: Yes, I did. I cooked all day on Saturday, and Freda and Alex came for dinner.

MEG: That sounds great! Did you do anything interesting today?

MOTHER: Not really. Your father and I just stayed home and relaxed.

### Answer Key

A

Answers will vary.

B

study	No
cook	No
watch TV	Yes
see a movie	Yes
go to a bookstore	Yes
buy a book	No

C

Pictures 1 and 2

## Unit 15

### Audio Script

#### *Were you born in the U.S.?* [Track 22]

B Listen to the conversations. Check the correct answers for each person. Were your guesses correct?

## Barbara

MAN: Were you born in the U.S., Barbara?

BARBARA: Well, I grew up here, but I was born in Toronto, Canada. My family moved to Chicago when I was very young.

MAN: When did you move to Chicago?

BARBARA: Well, I was born in 1975 and I was five when we moved. So we moved here in 1980.

MAN: Did you go to college here, too?

BARBARA: Yes, I did. I was an English major at the University of Chicago.

## Maria

MAN: Were you born here in New Mexico, Maria?

MARIA: Yes, I was. I was born in 1979 right here. My brothers and my sister and I were all born here in the U.S., and we grew up here in Santa Fe.

MAN: What about your parents?

MARIA: They're from Mexico originally, but they came here a long time ago.

MAN: Did you and your brothers and sister all go to college?

MARIA: Well, my sister's still in high school, but my brothers and I all finished college. My major was drama, but I'm working as a dance teacher.

## Tyler

WOMAN: So, Tyler, where are you from?

TYLER: I'm originally from Haiti – I was born there – but I moved to the U.S. about three years ago.

WOMAN: So you grew up in Haiti.

TYLER: That's right. I was born there in 1982, and I came here for college.

WOMAN: What are you studying?

TYLER: Math.

C Listen again. Where did the people grow up? Complete the chart with the name of the city or country.

## Answer Key

### A

Answers will vary.

### B

Barbara: Canada, 1975, English

Maria: the U.S., 1979, drama

Tyler: Haiti, 1982, Math

### C

Maria: Santa Fe

Tyler: Haiti

## Unit 16

### Audio Script

#### Can I take a message? [Track 23]

B Listen to the people in the pictures make phone calls. Number the pictures from 1 to 3.

### 1.

WOMAN: Hello?

TERRY: Hello. Is Clarissa there?

WOMAN: No, I'm sorry, she's not here right now. Can I take a message?

TERRY: Yes, please. This is Terry Porter.

WOMAN: Perry?

TERRY: No, Terry. Please tell Clarissa that there's a rock concert tomorrow night. I'd like to invite her to go with me if she's free.

WOMAN: OK.

TERRY: I'm calling from a public phone because I'm not home right now. But can you ask her to call me at home tonight? The number's 346-9761.

WOMAN: OK.

TERRY: Thanks very much. Good-bye.

### 2.

BOY: Hello?

NURSE: Hello. I'm calling from Dr. Bloom's office.

BOY: Uh-huh.

NURSE: Is Mr. Paulsen there?

BOY: No, he's at work. I'm his son. Can I take a message?

NURSE: Yes. Please tell him his appointment has changed.

It's now next Thursday at three thirty. The doctor can't see him on Monday because she has to work at the hospital. Ask him to call our office before Monday morning.

BOY: What's your number?

NURSE: The number here is 944-4920.

BOY: OK. Thanks. Bye.

### 3.

MAN: Hello?

JOYCE: Hello. Can I speak with Tim, please?

MAN: Sorry, he's in class. Can I give him a message?

JOYCE: Yes. I'm Joyce, Tim's sister. Can you please tell Tim

I can't meet him for dinner on Friday night? I have to visit my friend in the hospital. Tell him we can have lunch on Sunday. I want to go to the new Italian restaurant.

MAN: OK.

JOYCE: I have to go out now, but he can call me at work tomorrow.

MAN: Does he have your number?

JOYCE: I'm not sure. It's 917-8426.

MAN: All right.

JOYCE: Thanks a lot. Bye.

C Listen to the phone calls again. Look at the message pads. Correct the false information.

## Answer Key

### A

Answers will vary.

### B

3, 2, 1

### C

1. For: Clarissa

Message: Terry Porter called you.

There's a rock concert tomorrow night. He wants to invite you. Call him tonight.

Caller's number: 346-9761

2. For: Dad

Message: Dr. Bloom's office called you.

Your appointment changed. It's now next Thursday at 3:30 P.M. The doctor can't see you on Monday because she has to work at the hospital. Call her office before Monday morning.

Caller's number: 944-4920

3. For: Tim

Message: Your sister Joyce called you.

She can't meet you for dinner on Friday night because she has to visit her friend in the hospital. She wants to have lunch on Sunday at the new Italian restaurant. Call her tomorrow at work.

Caller's number: 917-8426

## Unit 1

### 1 What's your name?

1. Are / am / your / I'm (or It's)
2. He's / her / She's / She's

### 2 Hello and good-bye

Answers will vary.

## Unit 2

### 1 Classroom objects

2. What are
4. Where are
6. Is this (or Is it)?
3. these (or they)
5. Where is

### 2 Where are they?

1. It's on the television.
2. They're under the table.
3. It's next to the chair.
4. Yes, they are.
5. No, it isn't.
6. No, they aren't.
7. It's a cell phone.
8. It's a briefcase.
9. They're earrings.
10. They're keys.

## Unit 3

### 1 About you

1. B: Yes, they are. (or No, they aren't.)
2. A: Is your family large?  
B: Yes, it is. (or No, it isn't.)
3. A: What is your last name?  
B: Answers will vary.
4. A: Who is your best friend?  
B: Answers will vary.
5. A: Where is your best friend from?  
B: Answers will vary.

### 2 How much do you know?

- A  
Answers will vary.
- B
1. Yes, they are.
  2. Yes, it is.
  3. It's in Spain
  4. Answers will vary.  
Possible answers:  
Tokyo and Kobe
  5. They're in Australia.
  6. No, it isn't.
  7. Answers will vary. Possible answers: New Delhi and Mumbai
  8. Answers will vary.
  9. Answers will vary.

## Unit 4

### 1 What are they wearing?

- A
2. is
  3. isn't
  4. are
  5. aren't
  6. isn't
  7. isn't
  8. aren't

B  
Answers will vary.

### 2 Find the differences

In Picture 1, Rosie is wearing a scarf, a sweater, a jacket, jeans, and boots.

In Picture 2, Rosie is wearing a scarf, a sweater, a jacket, jeans, sneakers, gloves, and sunglasses.

In Picture 1, Bob is wearing a shirt, jeans, and boots. In Picture 2, Bob is wearing a shirt, jeans, a hat, sunglasses, a tie, and sneakers.

## Unit 5

### 1 In the park

2. is sleeping.
3. is running.
4. are reading. (or studying.)
5. is eating pizza.
6. is taking a walk.
7. is watching the boys.
8. are playing soccer.

### 2 Memory game

- A
2. What's Angela doing?
  3. What's Brian doing?
  4. What are Linda and Debbie doing?
  5. What's Justin doing?
  6. What's Mrs. Clark doing?
  7. What's Jennifer doing?
  8. What are John and Peter doing?

## Unit 6

### 1 Student profile

2. No, I don't have three brothers. I have a brother and a sister.
3. No, she doesn't live in Miami. She lives in Washington, D.C.
4. No, she doesn't study math. She studies computer science.
5. No, he doesn't work in an office. He works at a library.

### 2 Find similarities

A  
Answers will vary.

## Unit 7

### 1 True about you?

A  
Answers will vary.

B  
Answers will vary.

### 2 What's the apartment like?

A  
has / does / does / doesn't / Do / don't / Does / does

## Unit 8

### 1 What's your job?

A  
works / Is / am / do / Is / is / do / work / work

B  
3 / 1 / 5 / 4 / 2

### 2 Who is it?

Answers will vary.



## Unit 9

### 1 What's for lunch?

Answers will vary.

### 2 Do you ever . . . ?

A

Answers will vary.

B

Answers will vary.

## Unit 10

### 1 About you

1. B: Answers will vary.

2. A: Who do you usually see in your free time?  
(or In your free time, who do you usually see?)

B: Answers will vary.

3. A: How often do you listen to music?

B: Answers will vary.

4. A: What sports do you like?

B: Answers will vary.

5. A: Where do you and your friends go on weekends?

(or On weekends, where do you and your friends go?)

B: Answers will vary.

### 2 Personality types

A

Answers will vary.

B

Answers will vary.

## Unit 11

### 1 Plans

Answers will vary.

### 2 Holidays and celebrations

Answers will vary.

## Unit 12

### 1 Health problems

1. have / take / drink      3. help / Go / Listen / work

2. have / Go / take / rest

### 2 Giving advice

A

Answers will vary.

## Unit 13

### 1 Directions

Answers will vary.

### 2 Around the school

A

Answers will vary.

## Unit 14

### 1 What did they do on the weekend?

A

2. Debbie had dinner with friends.      4. Teresa went shopping.

3. Robert read a book.      5. Frank went dancing.

B

2. Frank didn't see a movie. He went dancing.

3. Nicole didn't go shopping. She relaxed.

4. Teresa didn't read a book. She went shopping.

### 2 Interesting places

Answers will vary.

## Unit 15

### 1 When you were a kid

1. B: Answers will vary.

2. A: Where did you grow up?

B: Answers will vary.

3. A: Were you a good student?

B: Answers will vary.

4. A: What was your favorite class?

B: Answers will vary.

5. A: Who were your two best friends?

B: Answers will vary.

6. A: What was your school like?

B: Answers will vary.

### 2 An interview

A

Answers will vary.

## Unit 16

### 1 Messages

A

2. us      3. you      4. me      5. them      6. it

B

2. Mark and Sue      5. Linda's brother and sister

3. Phil

4. Mark      6. Beethoven's Ninth Symphony

### 2 Invitations

A

Answers will vary.

## Unit 6

---

### 2 Practice

A

Answers will vary.

## Unit 11

---

### 2 Practice

A

Answers will vary.

## Unit 12

---

### 2 Practice

- hand chest
- neck arm
- shoulder wrist
- finger toe
- nose neck
- wrist elbow
- head hand

## Unit 13

---

### 2 Practice

A

- museum
- post office
- drugstore / supermarket
- newsstand (or stationery store or drugstore)

## Unit 16

---

### 2 Practice

A

- Susan is **at** the work.
- Rod is **on** vacation.
- Kevin is **in** the Italy.
- Anne is away **on** a trip.
- Jeffrey and Kate are **at** the beach.
- Stan and Michelle are **at** home.

# interchange

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